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ABSTRACT

This survey of the literature relevant to the promotion of continuing education for library, media, and information personnel was gathered by the Continuing Library Education Network and Exchange (CLENE), whose purposes and accomplishments also are reviewed in the document. The bibliography itself contains 396 references, divided into 6 general topic areas: (1) network models, institutional roles, and issues in continuing education; (2) needs assessment; (3) resources; (4) guidelines for program planners; (5) descriptions of continuing education programs; and (6) adult education. Material from fields outside of librarianship is included under most topics. An introductory essay gives an overview of the contents of the entire body of literature and an appendix, of varying print quality, provides abstracts of all items cited in the bibliography. (KB)

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An Annotated Bibliography of Recent Continuing Education Literature

Ruth J. Patrick

October 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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I would like to acknowledge the contributions of several persons to the development of this bibliography. Dr. Hermes D. Kreilkamp, Research Associate of the Continuing Library Education Network and Exchange Staff, conducted the literature search and prepared the annotations. Barbara B. Minor, Administrative Assistant to the Coordinator of Continuing Education, School of Information Studies, Syracuse University, assisted in the development of the classification scheme. Maxine Sitts, Publications Director, ERIC Clearinghouse on Information Resources, provided guidance.

Ruth J. Patrick
Syracuse, New York
August 1976

EDITOR'S NOTES

This publication can truly be called a cooperative effort. The gathering and annotating of the references for the paper and microfiche was the project of the Continuing Library Education Network and Exchange (CLENE), Washington, D.C. Dr. Ruth Patrick, Coordinator of Continuing Education at the School of Information Studies, Syracuse University, and president of CLENE, 1977, wrote the introductory bibliographic essay and arranged the references into appropriate categories. The ERIC Clearinghouse on Information Resources at Stanford University commissioned Dr. Patrick's work, and prepared the paper and microfiche for publication. The paper is being disseminated by both CLENE and ERIC.

Other persons assisting in the project were:

H.D. Kreilkamp, Research Assistant, CLENE
Dr. Elizabeth W. Stone, CLENE Project Director
Lois M. Smith, ERIC Clearinghouse editor

All relevant articles collected by CLENE are referenced in the paper. The accompanying microfiche contain complete annotations of all the references, copied directly from the CLENE files. This format was chosen in order to present as much information as possible to readers, in a cost-effective way. Suggestions on the usefulness of such a format are welcome. Changes or additions to the references for future bibliographies should be addressed to: Dr. Elizabeth W. Stone, CLENE, 620 Michigan Avenue, N.E., Washington, D.C. 20064.

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INTRODUCTION

PURPOSE AND SCOPE

One goal and task of the Continuing Library Education Network and Exchange (CLENE) is to survey literature relevant to continuing education for library, media and information personnel. This bibliography is a direct result of that task. The purpose of this bibliography is to guide persons interested in continuing education to the literature identified by the CLENE staff.

The scope is comprehensive. Articles were selected on the basis of their bearing upon the promotion of continuing education of those in library, media and information fields. Other professions and disciplines were included, assuming that library continuing education can profit from the efforts of others.

The major sources of articles were a computer search of the Educational Resources Information Center data base done by the ERIC Clearinghouse on Information Resources and manual searches done by the CLENE staff. The manual searches included periodical indexes concentrating upon the years 1973-1975. Some earlier articles not included in the bibliography published by Dr. Elizabeth Stone in 1974¹ also were included because of their value. Indexes searched manually were: *Library and Information Science Abstracts*; the *Journal of Continuing Education in Nursing*; the *Journal of Nursing Administration*; *Library Literature*; *Engineering Education*; the *Journal of Continuing Education and Training*; and the *Index to Legal Periodicals*.

We have included bibliographic references of 396 publications in this document. Annotations for all the references can be found on the accompanying microfiche. The annotations on the microfiche are descriptive, not evaluative. We hope that by our providing sufficient information the reader will be able to determine if any particular article is relevant to his/her need or interest.

To aid the reader we have classified the articles into six major categories, as shown in the Table of Contents.

¹Elizabeth W. Stone, *Continuing Education as Viewed in Relation to Other Professional Education Movements*. Washington, D.C., American Society for Information Science, 1974, 693 pages.

THE CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE (CLENE)

An excellent picture of the state-of-the-art of continuing education for library, media, and information personnel can be obtained by looking at the purpose and accomplishments of the Continuing Library Education Network and Exchange (CLENE).

CLENE was formed as a special service and resource facility that makes continuing education opportunities available to library, media, and information personnel. Its basic missions are:

1. To provide equal access to continuing education opportunities, available in sufficient quantities and quality over a substantial period of time to ensure library and information science personnel and organizations the competency to deliver quality library and information services to all.
2. To create an awareness and a sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

The structure of CLENE provides for: (1) the continual assessment of needs and problem definition; (2) information acquisition and exchange; (3) program and resource development; and (4) communications and delivery to increase the awareness level for continuing education in general and for specific programs--those developed by CLENE and other groups and individuals. These four basic processes are necessary to produce a sound continuing education program.

CLENE seeks to create a partnership for the advancement of continuing education among library and information science and allied professional associations; local, state, and national libraries; library schools; federal agencies including the National Commission on Libraries and Information Science; and concerned individuals. By seeking an interdisciplinary approach to continuing education CLENE benefits from the research and experience of other disciplines, fields, and professions.

Founded in 1975, CLENE has produced an extensive list of needed products and services:

Directory of Continuing Education Courses and Programs for Library, Information, and Media Personnel.

Concept Paper No. 2: Guide to Planning and Teaching Continuing Education Courses, by Joe Washtien.

Concept Paper No. 3: Planning and Evaluating Library Training Programs, edited by Brooke Sheldon.

CLENEExchange: Quarterly Newsletter.

CLENE Quarterly and Special Reports: available as issued.

Proceedings of CLENE ASSEMBLY I: January 1976.

Proceedings of CLENE ASSEMBLY II: July 1976

CLENE Membership Directory.

Summary of NCLIS Continuing Library and Information Science Education Report.

CLENE Assemblies serve a number of important purposes, including: (1) a forum to identify current needs, problems, and issues; (2) an update of learning resources; (3) an opportunity for many different groups to meet and dialogue with each other; (4) a central medium for demonstration of projects and activities by means of the Continuing Education Fair; and (5) a way of making recommendations to the profession at large.

The theme for the January 1976 conference was *Needs Assessment--Individual and Group*. The printed proceedings make a large body of current thinking in this area available to a much wider group than just those who attended the Assembly. The volume includes material on needs from the field, gathered in the workshop sessions, that CLENE should consider addressing.

The theme of the July 1976 Assembly was *Updating and Skills for Ourselves: Direction for CLENE*. The keynote address by Alan B. Knox, Professor of Continuing Education and Director of the Office of Continuing Education and Public Service, University of Illinois, was entitled, "The Knowledge Brokers: Linking Action Problems and Knowledge Resources."

CLENE's major focus for 1976-1977 is the implementation of two U. S. Office of Education-funded projects:

1. An extended institute to train state library agency personnel to implement and/or strengthen statewide systems of continuing education for library, information, and media personnel.
2. A Proposal to Develop a Model Continuing Education Recognition System in Library and Information Science Including Provision for Non-Traditional Studies and Development of a Prototype for Home Study Programs. An important element in the proposal is the development and demonstration of a home study based course, *Impact of New Technology on Libraries and Information Centers*.

Further information about CLENE can be obtained from Dr. Elizabeth Stone, Executive Director, CLENE, 620 Michigan Avenue, N.E., Washington, D. C. 20064.

GUIDE TO THE LITERATURE

1. MODELS, ROLES AND ISSUES

1.1. Network Models and Interstate Cooperation for Continuing Education

Continuing education is listed as one of the eight objectives of the National Commission on Libraries and Information Science's national program to provide equal access to information to all citizens. Continuing education is needed for all librarians to be able to use the new technologies and to implement the national program. This section contains the references for the Commission's national program document, for comments from the field in support of it and in reaction to it, (*A New National Program...*), and also for the final report of the study it sponsored to develop a nationwide model for continuing education (Stone/Patrick/Conroy).

Taylor outlines competencies professionals will need to implement the national program. Kreilkamp has constructed an index for the edition of the Stone/Patrick/Conroy report published by the American Society for Information Science. Hawkins reports on the CLENE first assembly. Penland's article provides a background for the development of CLENE. Several references describe the origin and goals of the Continuing Library Education Network and Exchange (CLENE), its implementation, accomplishments, and present and projected services (Baxter/Remy, Breivik, Conroy, Vaillancourt).

CLENE, as well as the national program, recognizes the importance of local, statewide and regional planning. At the regional level, two groups active in continuing education are the Southwestern Library Interstate Cooperative Endeavor (SLICE) and its projects on Continuing Education for Librarians in the Southwest (CELS) and the Western Interstate Commission for Higher Education (WICHE), and its Continuing Education and Library Resources Program. The SLICE reports (O'Donnell and Rosenberg) may be of value to others considering activities on a similar scale. WICHE (P. O. Drawer P, Boulder, Colorado 80302) conducted a U.S. Office of Education-sponsored Institute for Training in Staff Development for 1975-76. One of the Institute's objectives was to begin the development of a western regional network of library training and development personnel. SLICE, with the Louisiana State University Graduate School of Library Science, has conducted a USOE-sponsored institute focusing on statewide and regional planning for continuing education. This institute is described in the Mitchell/Foos article which also contains a selected bibliography of 40 recent institutes having implications for interstate cooperation.

Another opportunity for reinforcing statewide planning is the Extended Institute to Train State Library Agency Personnel to Implement and/or Strengthen Statewide Systems of Continuing Education for Library, Information, and Media Personnel (1976-1977). The institute is conducted by CLENE and sponsored by the Library Education and Post-Secondary Resources Branch, Division of Library Programs, U. S. Office of Education from Training Institute funds of HEA Title II-B.

1.2. Institutional Roles

Many groups have unique responsibilities and roles in continuing education for library, media and information science personnel--professional library associations, library agencies and governments at state, regional and national levels; library schools; and individuals. Roles and responsibilities are explored by the Association of American Library Schools, Gelinas, A. Martin, and Warncke for librarianship and by Jury for all of continuing education. This topic is also discussed in the NCLIS final report (Stone/Patrick/Conroy, in the preceding section).

Berninghausen, Klempner, and E. Stone examine library schools and implications for continuing education. Selden discusses roles and responsibilities of professional associations in general, while Bullock, O'Loughlin, L. Martin and Roper focus on specific library professional associations. For employer/employee responsibilities, see *Guidelines of Employment*....

The role of academic institutions in continuing education is explored by Boyer for community colleges, Katz for universities and specifically engineers and physical scientists, Knox and Stirzacker for institutions of higher education, and Shapek for Universities Without Walls.

In examining the role of federal government in continuing education, Newman suggests the federal government should develop new forms of support allowing students to select institutions of greater excellence and promoting the restructuring of professional schools. Delker argues that the role of the federal government in education should be limited to identifying national priorities and targeting resources and to acting only when other alternatives have been tried and found wanting. Quie also favors restricting federal programs. For a discussion of the federal/university partnership in continuing education, see the National Advisory Council report. Stevens discusses library training institutes funded by the U.S. Office of Education.

Culbertson discusses the corporate role in lifelong learning. Weber examines the role of the employing library in professional staff growth.

1.3. Competency-Based Education

The NCLIS study final report on continuing education (Stone/Patrick/Conroy, Section 1.1.) emphasizes the helpfulness of a competency-based model for a continuing education program. Burns/Klingstedt present an authoritative treatment of major aspects and issues relating to competency-based education. Other articles discuss the philosophical basis for (Klingstedt), and the psychological implications of (Young/Van Mondrans) competency-based education. Specifying behavioral instructional objectives is an important component of the competency-based approach, and Putnum explores problems and issues related to this component for library administration courses.

Other components discussed are: learning models (Klingstedt), communication technology (Wall/Williams), achievement testing (Burns), and computer management of the instructional system (Burke et al.). Other aspects of competency-based education examined are empathy competence (Halamandaris/Loughton) and a student's psychological attitude toward his destiny and his self-concept.

1.4. Continuing Education Units (CEU)

The Continuing Education Unit (CEU) is of great interest to the library and information science community at this time. CLENE has a grant from the U.S. Office of Education to develop a model for a continuing education recognition system in library and information science, including provision for non-traditional studies. One of the alternative systems the project plans to examine is the CEU.

Bramblett/Buchanan examine the CEU as a device for allocating public service funds. Harris discusses issues involved in adopting the CEU from a university's point of view. Huttig reports on the University of Iowa's experience with the CEU program and McGuire reports on the Iowa state plan. The Illinois Statewide CEU Task Force report presents the statewide plan suggested for Illinois. Knight describes Washington State University's program.

The most authoritative source describing the CEU is the report by the National Task Force on the Continuing Education Unit. Articles by Andrews, Dudgeon, Enell, Knight, Long and Turner present overviews of the CEU, and discuss its history, purpose and objectives, and administrative requirements for implementation. Grogan expands on the value of the CEU while Kutler presents a criticism of the CEU and Kirkwood examines possible abuses.

Ollar reports on a computer-based retrieval system for the recording of CEU's. Powell suggests modifications in applying the CEU based on experience at the University of Georgia Center for Continuing Education. Sork/Pankowski explore the merits of the CEU and the changes in records, registrations, computer programs and faculty salaries the new program would involve.

1.4.1. Other Fields

Brick discusses the use of the CEU and its implications for the nursing profession. Roehm and Schweer discuss the relation of the CEU to the Indiana statewide plan for nursing continuing education.

2. NEEDS ASSESSMENT

2.1. General

The assessment of needs is the first step in the continuing education process, laying the foundation for the development of related training programs. Knowles presents a model for assessing continuing education needs based on competencies required first to be a professional, and second, to perform a specific job. Griffith and Smith discuss questionnaires and surveys, and Yager discusses the comparatively new method of assessment centers to determine continuing education needs. The Barbulesco/Means *Selected Bibliography*... lists studies on needs assessments definitions, techniques and tools, use, and case studies. The U.S. Department of Labor Bureau of Labor Statistics study identifies areas of library and information service that will see an increasing need for specially trained personnel: Community outreach, media, computers and management techniques.

2.2. For Type of Library

The focus is on the continuing education needs of personnel of specific types of libraries: Academic, health science, map, public school media, and special. Also included is an article on needs of information scientists.

2.3. Information Needs of Specific Library User Groups

Related to the articles on needs by type of library are articles on the information needs of specific library user groups. Librarians need continuing education and updating in the information needs of these special groups in order to design and provide information services and resources for them. The special groups represented here are: Adult independent learner, adults lacking functional competence, aging, farm workers, American Indians, blacks, the business community, Chicano, children and young people, labor, mentally and physically handicapped, physicians, scientists and technologists, society in general, and women, homemakers and parents.

2.4 Other Fields

These items cover needs assessment in other professions: Law, nursing, teaching, and social work.

3. RESOURCES

3.1. Course and Study Materials and Bibliographies

This section contains references to resources for specific courses and instructional materials, as well as bibliographies on continuing education for library, media and information science personnel. Butterfield explains the clearinghouse for information and materials related to library orientation and instruction at Eastern Michigan University. Colley describes a management training program based on McGregor's theories. Cramer's handbook can be used for instruction for selecting and purchasing library materials. Garver outlines continuing education projects in media available in Michigan.

The Goodman/Stone documents outline a course for the continuing education of professional librarians at the level of middle or upper management wanting an understanding of human resources in the library system. Part of this same series is Becker's course to provide library administrators with an understanding of the issues and techniques involved in library automation. The course also can be used by individuals or study groups. Ledgerwood lists 442 commercially available programmed courses for individual study used by 25 industrial organizations. Tretheway's catalog of non-book materials about libraries and librarianship is intended as a tool for professional development and continuing education. Warnke presents guidelines and study methods for conducting a study of a library's community.

Michael's annotated bibliography contains 449 items on continuing professional education in librarianship and related fields 1965-1974, and the Michael/Palmini selected bibliography on continuing education covers 1965-1973. Stone's annotated bibliography also contains a substantial discussion of continuing professional education movements. It is an excellent resource for anyone wanting a comprehensive account of some of the more important issues in continuing education.

3.2. Directories and Listings

One of CLENE's major programs is the acquisition and coordination of information about continuing education activities to help avoid duplication, to publicize activities and to identify gaps where offerings are needed but do not exist. A product of this program is the directory of 178 continuing education

courses and programs for library, information and media personnel (CLENE). This data base is continuously updated, and on-line searches are available. Other listings of continuing education activities appear in: *Continuations...*, published twice monthly by the Illinois State Library; the *Continuing Education in Librarianship Newsletter*, published by the University of Kentucky, College of Library Science, which lists opportunities in the Southeast; and the *MLA News*, published monthly by the Medical Library Association, which lists activities for medical librarians. Ricci's listing also contains resources for medical librarians.

CLENE places a high priority on the development of statewide continuing education plans, and Simpson's directory of state library agencies is included here to facilitate access to activities of the states. The *State Post-Secondary Education Profiles Handbook* should contain useful information to assist in developing state plans as should the bimonthly *Update: Higher Education Services*.

3.3. Instructional Methodology and Use of Technology

Biedenbach and Ledgerwood present general overviews of uses and resources and of new teaching techniques and instructional systems. Several articles examine non-traditional opportunities and programs (Lowther, Ruyle/Geiselman and Smith). Niemi and Perry discuss how technology is used in Britain's Open University. Price discusses the multimedia concept which involves incorporating several media into a total learning experience. Wroczynski stresses problem-centered education. Zachert discusses simulation teaching and presents the differences and details of role-playing, in-basket exercises, the action maze and learning games. The Zachert/Foos paper presents a role-playing game applied to the politics of continuing education. Penland discusses how simulation of community contests can be used to supplement internship and inservice training.

The other articles deal more specifically with the application of individual technologies in continuing education, such as audio cassettes, cable television, computers, electrowriter, films, telephone conferences and videotaping.

4. GUIDELINES FOR PROGRAM PLANNERS

4.1. General

Although developed for the American Society for Engineering Education, the *Continuing Education Directors Handbook* (Burgwardt/Biedenbach) has much to recommend it for program planners in our field. Other references discuss the care and feeding of speakers, critical aspects of presenting meetings and education programs in hotels, and designing facilities for continuing education.

4.2 Guidelines for Library, Media and Information Science Personnel Programs

Guidelines are directed specifically to programs for library, media and information personnel. Gerken, Martin and Schroeder present general overviews of the programming process. Other citations contain specific and detailed guidelines for how to plan, organize and implement continuing education programs, with several containing checklists of steps to be attended to. Conroy's document has an added dimension--planning for staff development programs.

4.3 Guidelines for Programs in Other Fields

Guidelines developed for other fields--engineering, law, nursing--may offer insights applicable to our field.

4.4 Evaluation of Programs

Evaluation is an important aspect of the continuing education process. The citations here are few but comprehensive. Articles in the *Encyclopedia of Education* (S. Anderson et al.) will be of assistance in evaluating continuing education courses. Knox discusses evaluation for adult basic education programs. The other articles discuss evaluation of engineering programs. No articles deal specifically with evaluation of library and information science continuing education programs; however, this topic is addressed by the documents in "Guidelines for Program Planners: Programs for Library, Media and Information Science Personnel."

One of the goals of the CLSNE Institute to Train State Library Agency Personnel, 1967-1977, is to develop an evaluation instrument for library, media and information science continuing education programs.

4.5. Motivation

Motivation and the reasons for participation in continuing education activities are important to the design and improvement of continuing education programs. Boshier and Burgess report on their research on motivation which explores ideas developed by Houle. Morstain/Smart replicate and expand upon a study by Bossier. These and the other articles in this section, although they do not refer specifically to library, media and information science, contain much that is applicable to continuing education.

4.6. Career Planning and Counselling

Career planning and counselling are related to motivation in that they can motivate and encourage people to pursue continuing education and can provide a framework for an individual's continuing education. Holland's articles, and those he has co-authored with others, explain self-assessment devices and research on the theory of careers. Lackey's bibliography annotates over 150 documents dealing with Holland's theory of careers. Brisley and Patrick stress that career planning benefits employees and the organization. Shlossberg explores educational and career counselling through a community-based guidance center and Wilson talks of a national counselling system.

5. DESCRIPTION OF CONTINUING EDUCATION PROGRAMS

Once needs and resources are identified, continuing education programs can be designed to meet those needs. The programs in this section are categorized according to library, media and information science programs; statewide programs; and programs in other fields. In some cases, the programs are presented in enough detail to serve as models for others to adapt to their own environment. In the descriptions of programs from other fields, readers may find new ideas that are transferrable to our field. An issue of concern to all professions highlighted in this section is whether continuing education should be mandatory.

5.1. Library, Media and Information Science Programs

Bredsdorff describes continuing education courses and seminars at the Danish School of Librarianship. Casey lists seminars in continuing education sponsored by Wayne State University in 1974, several of which were on librarianship topics.

Several training institutes and continuing education projects federally funded under the Higher Education Act (Title II-B) are described. Conroy and others report on the Outreach Leadership Network whose goal was to provide educational programs for public librarians in New England. The educational programs were aimed at increasing librarians' ability to direct services toward presently unserved groups. Foos is editor of the proceedings from an institute to recruit and train representatives from the Southwest Library Association states in the process of planning, developing and implementing continuing education programs for library staffs. Gerard reports on an institute aimed at improving American Indian use of the library. The Katz/John document describes the ACCESS videotape series designed as continuing education for the staffs of public libraries in rural communities of the Rocky Mountain states. The goal was not only to teach technical library skills but also to share ideas and solutions to common library problems and to update staffs on current trends from which they might otherwise feel isolated. Eyster reports on library institute training and public library demonstration projects associated with the Appalachian Adult Education Center whose concern is to coordinate library and basic education services for disadvantaged adults and to expand public library services to this group.

Other institutes focus on cross-cultural training for social action (HAAS), training for federal interagency field librarians (*Proceedings of the 1972...*), and the development of a curriculum for the training of library technical assistants (Deininger/Shaugnessy). Weaver reports on a research project intended to develop and test a simulation model enabling public library personnel to learn and practice skills of negotiation, decision-making, budgeting and program planning.

The *Proceedings of the 1976 Winder CLENE Assembly* contain reports on continuing education programs for types of libraries. Liesener reviews workshops on the planning process for media programs. Michael discusses how Illinois public librarians were introduced to the Context, Input, Process, Product (CIPP) model for planning and evaluating library system services. Webster presents the staff development implications of the Management Review and Analysis Program (MRAP) for academic libraries.

Institutes and workshops are one way of packaging continuing education. Another way used by library schools is the sixth year Post Master of Library Science (MLS) program.

Soroka describes the program of the Reference and Research Library Resources Systems in New York State. One of their provisions is for the continuing education of special librarians. Grundt speaks in favor of mandatory continuing education for librarians, citing the movement of other professional associations toward continuing education as a condition for relicensure. This topic is also discussed in Meyers' report of a conference on mandatory continuing education for professionals. Knox emphasizes that those who plan continuing education programs in librarianship may learn from other professions and identifies common characteristics.

5.2. Statewide Programs

These references describe plans for continuing education programs and implemented programs in the following states: California, Illinois, Michigan, Missouri, New York, Ohio and Wisconsin.

5.3. Programs in Other Fields

5.3.1. In Engineering Bradley discusses issues such as certification of courses, the use of educational technology and the need of a national center for coordination. Katz outlines the trends in engineering practice in *New Horizons...* and discusses factors affecting the choice of instructors and various formats for packaging continuing education programs in his other article. Other articles describe specific training programs, especially in management training and the use of videotapes and closed circuit television for remote locations.

5.3.2. In Law Bergen describes continuing legal education in Massachusetts and refers to the movement for making continuing legal education mandatory. Gold proposes a new direction for continuing legal education, based on increased cooperation between Canadian law associations and universities. Janefski explains the California pilot program of renewal of law licenses based on the completion of 80 hours of continuing education and Parker discusses recertification of lawyers. Kornblum discusses post-J.D. degree training. Miller describes a proposed Federal Administrative Justice Center that would be responsible for encouraging and supporting continuing legal education for lawyers employed by the federal government. Stephenson discusses five dimensions of continuing legal education. Tamm outlines a training program in trial advocacy. Voorhees describes how continuing education could be implemented in a law office. Wolkin discusses the movement toward mandatory continuing legal education and proposes an alternative method of ensuring legal competence (*CLE for the...*) and advocates the institution of continuing legal education for administrative law judges (*The Education and...*).

5.3.3. In Nursing Carlley describes a statewide system of continuing education for nurses that is relevant to the development of statewide systems of continuing education in library, media and information science. Bolte discusses the role of the university and the source of financial support for continuing education while Griffin identifies problems in continuing education at the college level. Piekarski discusses the role of community colleges and of associate degree nursing programs in continuing education. Cates, Cooper and Kuramoto discuss philosophical concerns and other issues in continuing education for nursing.

Mandatory continuing education is a major issue in nursing and the history of and arguments for and against the topic are presented in articles by Egelston, Hatfield, Knowles, Krekeler, the National League for Nursing and Stevens. Specific workshops and training programs are discussed in articles by Alkon, Fischer, Fresolo, Lancour/Reinders and Lewis.

5.3.4. In Teaching Borg discusses the minicourse as a vehicle for changing teacher behavior. The effectiveness of an inservice and a preservice program in developing certain teacher competencies are compared by Briet/Butts. Burdin/Mathieson review the research on performance-based teacher education, while Clegg/Ochoa evaluate a performance-based program. Sandefur discusses three experimental programs aimed at changing teacher behavior.

5.3.5. In Other Fields Andrews/White stress that continuing education in the health professions be related to the needs and capabilities of the adult learner. Brown/Fleisher relate the patient care cycle to the continuing medical education cycle. Of special interest in Burnell's discussion of recent trends in Air Force higher education is their use of a centralized computerized transcript service which may have implications for the record keeping and recognition system CLENE is exploring. Also, Brick's description of the continu-

ing education model and plans for guided independent study for the American Physical Therapy Association of Maryland has much that can be applied to the CLENE model, especially the forms for self-assessment. Howard discusses the trend to requiring continuing education to maintain licenses in the health professions. Mack describes postgraduate training for scientists. Tschirgi describes in-house training for business faculty.

6. ADULT EDUCATION

Many of the theories, practices, resources and trends in adult education have implications for continuing education for library, media and information personnel. The documents in this section are classified into five subsections.

6.1 Bibliographies and Directories

There are directories of resources for helping others pursue adult education (College Entrance Examination Board, Grabowski/Glenn); Directories of non-traditional and/or continuing education programs (the American Council on Education, Marin et al., National Association for Public Continuing and Adult Education, and Thomson); and directories of projects and programs to train adult educators (Department of Health, Education and Welfare, Griffith/Clourler, and Ingham et al.).

The bibliographies are on post-secondary continuing education (Darkenwald), research and investigation in continuing education (Grabowski), continuing education (Kleis), unconventional post-secondary programs (Mahler), educational change (Stevens), and dissertations in adult education (*Adult Education Dissertation Abstracts*).

6.2. Concepts, Issues, and Overviews

This section covers a wide range of topics. Arnold/Otte, in discussing continuing professional education, focus on obstacles among providers of continuing education such as feelings of rivalry caused by competition for target audiences. Positive factors that promote cooperation also are discussed, such as the need for allies in the struggle for recognition and financial support. McCuskey continues in the same vein, stating that a comprehensive systems approach involving all agencies concerned with education is needed since the target populations for adult education are so administratively dispersed.

References on trends in education that have implications for adult and continuing professional education also are included in this section. The Commission on Non-Traditional Study's *Diversity by Design* is important in two aspects. First, it focuses on nontraditional study, which can play an important part in continuing education. Second, it emphasizes the potential of the public library in the continuing education for others than librarians. *Planning Non-Traditional Programs* by Cross et al. is based on studies sponsored by the Commission on Non-Traditional Study. Baskin/Check identify and discuss three major categories of new programs in American higher education.

Lifelong learners are seen as a new clientele for higher education (Vermilye). Hodgkinson's *Technology and Education*, Boyer, Coles, and *The Learning Society* argue that universities and colleges need to become more

committed to adult education and lifelong learning. Hesburgh et al. discuss the relationship between continuing education and the academic community and outline efforts at Michigan State to transform the university into a Lifelong University. Grote discusses the role of one community college in continuing education, while Hiemstra discusses the potential that all learning resources in a community have for lifelong learning. Related to the role of the university in adult education is Hodgkinson's argument (in *Regional Examining Institutes*) that it may be time for higher education to stop giving academic credentials, which might be handled better by regional examining institutes. Andrews in one report discusses nontraditional self-studies in accreditation and in another discusses accreditation of adult and continuing education programs.

The role of the federal government is addressed by the National Advisory Council on Extension and Continuing Education report, which examines the needs of adult part-time students. It recommends a Bureau of Continuing Education and Community Service, a national policy on lifelong learning, a Continuing Education Act and federal support for training in continuing education.

Several references discuss training and related aspects. Ast reports on the Adult Education Resources Center at Montclair State College, New Jersey, and its training programs. Connolly and Grabowski (*Training and Development...*) discuss training programs for staff who train aides for teachers, social workers, nurses and physicians. The guide by Ingalls/Arceri is designed for the personal and professional development of staff trainers and manpower administrators in state and local Social and Rehabilitation Service (SRS) related agencies. Training of adult educators also is discussed in reports by Verner et al. and the University of Northern Iowa.

Carp et al. report on the numbers of American adults interested in new learning, barriers to their learning and preferred learning modes. Grabowski is editor of conference proceedings on adult learning and instructional theory. De Sanctis discusses how the use of media in capitalist economies gives the appearance but not the reality of lifelong education in action. Dave explains how lifelong education differs from the traditional education system and discusses implications for continuing education. Lyon speaks of humanistic aspects needed for lifelong learning and Mason discusses aging and lifelong learning.

Several articles emphasize the need for a "center" for various functions. Dubin discusses ways various professions deal with obsolescence and recommends regional advisory centers to provide counselling for adults and evaluation procedures to insure programs meet their objectives. In *Innovation Dissemination...*, Grabowski stresses the need for one-stop centers with information on research, on state-of-the-art surveys and on human resources in adult education. Research is also addressed in the book edited by Long/Hiemstra on graduate research in adult education.

An overview of adult education can be found in the *Handbook of Adult Education* edited by Smith et al. Carlson traces the intellectual and political growth of the adult education movement. Farmer discusses the impact of lifelong learning on the professionalization of adult education, stressing that those who promote lifelong learning will help adult education become increasingly relevant and effective.

Several documents present concepts and models. Gideon and others report on a feasibility study of adult continuing education terminology and present a conceptual model that has four processes--appraisal, facilitation, participation and learning. Houle combines the components of the learning process into an overall system of educational design relevant to the learning of adults. His book is an invaluable tool for teachers involved in continuing education. Knox explicates self-directed education.

An important topic not often discussed is found in Lamoureaux's document on price strategies in the marketing of continuing education.

6.3. Change and Its Implications for Adult Education

Change is an important concept to be considered in any analysis of the adult or continuing education process, because an ultimate result of effective continuing education is change--in skills, attitudes, or knowledge. Beckerman introduces the concept of an education change agent to help schools define their research and development needs and to put them in touch with university resources. Berk, in a study of the diffusion of an information innovation, found that a personal change agent was very effective in shortening the adoption period. Case discusses changes in society and technology that will have implications for changes in library education. Of use to anyone interested in exploring educational change in greater detail will be Drag's Bibliography.

Grimes reports, based on a study of over 300 Instructional Development Institutes, that instructional development procedures are not enough to achieve change in education, but that personal involvement, commitment, flexibility, and competence plus commitment are needed. Hight illustrates six leading principles of scholarship stressing its non-static nature and the need for renewal.

McGlothlin discusses the role of continuing education in helping persons remain competent in the face of change and calls for a central agency to help groups overcome resistance to change. Wolfbein also argues that all the changes that are taking place--technological, industrial and occupational, geographic, educational, income, population and labor force--indicate the importance of a need for lifetime learning.

Parker recommends interactive networks to accelerate educational change. Many of the features of the network he describes--information clearinghouse, facilitating staff, surveys of needs and resources, workshops--can also be found in CLENE. Parker argues that for lifelong education to become a reality, changes are needed at the secondary education level. Winn suggests a need for reassessing our way of life and system of education because notions of progress do not fit the limited sources of energy available to man.

6.4. Role of the Library in the Adult Education of Others

Bates discusses the need for public libraries to provide question answering and continuing education information services and to act as switching centers, directing people to the social agency best suited to their needs. The Brooks/Maynard and Maynard reports present another new trend: Public libraries act as continuing education centers in support of the College Level Examination Project (CLEP) to assist persons earning credits toward a degree through indepen-

dent study and examination. Libraries are also proposed as learning centers in the pilot project extended learning experience for the state of Ohio (*Extended Learning Program*). The goal was to bring quality post-secondary education to students not being reached by the present system.

Gotsick discusses how southern public libraries provide adult basic education and services to disadvantaged adults. Interrelating library and basic education services at the Appalachian Adult Education Center is discussed in the Morehead State University report. Additional articles on this topic are included in the proceedings of the conference to explore the relationship between adult basic education and public library services (Fleming).

Houle, in discussing the public library's role in nontraditional study outlines ways the public library could serve as a base to unite the various institutions dedicated to continuing education. Jessup expands on the role of college and public libraries in adult education and addresses practical problems such as the need to train librarians in aspects of adult education. Connell gives details of how one public library has been active in promoting adult education. Kaungammo discusses the role of libraries in post literacy adult education in Tanzania.

Kronus reports on the use of regression and path analysis to analyze data on public library use among adults and recommends further study using more sophisticated measures.

6.5. Lifelong Learning in Other Countries

The articles in this section focus on lifelong learning in other countries: India, Hungary, Sweden, Great Britain, Yugoslavia, Europe, Peru and Cuba.

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CLASSIFICATION SCHEME

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1. MODELS, ROLES AND ISSUES

1.1. NETWORK MODELS AND INTERSTATE COOPERATION FOR CONTINUING EDUCATION

Baxter, Mary and Remy, Sr. Therese, An Introduction to CLENE
(Washington D. C. CLENE, 1975)

A 60 frame slide-tape presentation of CLENE with charts by Ruth Patrick, introduces Dr. Elizabeth Stone, the Project's originator, and Al Trezza of the National Commission on Libraries and Information Science. Goals and objectives of CLENE are illustrated, and Allie Beth Martin, past president of ALA gives her views on CLENE, as does also Alice Norton, public relations specialist.

Breivik, Patricia Senn, "Continuing Education" Journal of Education for Librarianship 15 (1974-1975) 135-140.

The outcome of the Annapolis implementation conference of October 23-25, 1974 are summarized, together with the acceptance of the Report of the National Commission, and the areas still needing development: needs assessment, problem definition, information acquisition and coordination, program and resource development. The recommended organizational structure of CLENE is illustrated and explained, together with a program for its implementation.

"CLENE Identifies Benefits, Specific Services and Membership Categories for First Year Activities," CLENExchange 1, 1 (September 1975), 1-2.

Specific services on behalf of continuing library education provided by CLENE are summarized, to include: 1) a quarterly newsletter; 2) development of a national continuing education information base and directory; 3) a series of concept papers on continuing education; 4) promotion of the CLENE Assembly. These are detailed, together with the names of Staff and Speakers Bureau available to speak on continuing education and its relationship to CLENE.

Conroy, Barbara. "A CLENE World for our Future?" Colorado Libraries (September 1975).

The origin of CLENE from the NCLIS study to the convening of an ad hoc Administrative Board in San Francisco in June, 1975, is traced. CLENE is envisioned as a way to assure easy access to leadership expertise and program/resource development. Continual needs assessment and the development of new techniques products and resources are included among the objectives of CLENE, which will act as a clearinghouse to assist library information and media specialists.

Kreilkamp, Hermes D. An Index for the Printed Text of the Book Continuing Library and Information Science Education: Final Report to the National Commission on Libraries and Information Science. (Washington, D. C. CLENE, 1976) 11pp.

A key to the names of leaders in the field of continuing library education with seventy subject subheadings (on various aspects of continuing education and/or CLENE) treated in the book published by ASIS(1974), authored by Stone, Patrick and Conroy (q.v.).

Mitchell, Marion E. and Foos, Donald D., "Continuing Education and Institutes as a Function of Interstate Library Cooperation."

Library Trends 24 (October 1975) 347-359.

Based on the latest bibliography available on continuing education in the States, the authors provide an overall view of the origin and development of continuing education courses and institutes, from their germination in federally funded research projects to their sponsorship by various state libraries and associations. Although most library schools still regard continuing education in its broadest sense an off-campus extension of ^{their} regular academic program, the NCLIS regional hearings and the "massive" Stone study and report have indicated the direction in which continuing library education should move. The Louisiana State institutes of 1974/75 were inaugurated "in direct support of the Stone report" and the cooperation of SWLA and WICHE are suggested as the direction southwestern library agencies and associations should go. A select bibliography of ^{forty} recent institutes having implications for interstate cooperation is appended to the article.

"Model Proposed for Continuing Education," American Libraries 6 (February 1975) 83.

The origin and basic goals and objectives of CLENE are summarized, with Ms. Nettie Taylor's comments on the Annapolis Conference of October, 1974 and the need for interim funding to get the project off the ground. Hope for the support of library associations and schools is expressed by Dr. Stone.

National Commission on Libraries and Information Science, Toward a National Program for Library and Information Services; Goals for Action.
(Washington, D.C., U.S. Government Printing Office 1975) 106pp.

Libraries are a national resource deserving federal support to which all citizens have an equal right to realistic, convenient access. Such is the major assumption on which the National Commission on Libraries and Information Science (NCLIS) bases its program for promoting a nationwide network to provide equal access to all citizens. The various kinds of libraries among the 90,000 in this country need help in different ways to make their resources accessible to all. It will take some form of outreach program to reach the 20 million in rural areas who have no public service at all, and prudent discernment to encourage the "information industries" operating in the private sector. Standardization is the crying need for the expanding networks rising in various parts of the nation, and continuing education the need for all librarians to be able to utilize the new technologies (p. 44). Eight objectives for a National Program and what would be the major federal, state and private responsibilities are outlined in detail, with figures, diagrams, and a brief explanation of the legislation and proposed funding, and in conclusion the warning of the chaos that will result if the effort is not made now to face the problems. Ten references, a glossary, lists of related papers, Commission lists, Appendices (including public law 91-345) and an index conclude the study.

"A New National Program of Library and Information Service," Library Journal
99 (February 15, 1974) 449-457.

The need for a national program of library and information service is first discussed, dealing with information as a national resource in need of a national program for the proper development. Present networks form an aggregate incapable of interconnecting unless something is done on a national scale, and soon, to promote standardization and national link-up, similar to the federal interstate highway system. Presently there is no agency to administer such a program, "no natural home for libraries in the federal establishment". Yet such is needed to plan a total system, to administer the interstate portions of a national program, and to support intrastate network programs. States would be called on to finance state aspects, state libraries, and to form intrastate networks. The roles of the Library of Congress, of National Collections such as the National Library of Medicine and the Center for Research Libraries in such a network are also discussed. Five comments from the field in support of the NCLIS draft and in reaction to it are also included.

O'Donnell, Peggy, "Developing Plans for Continuing Education in Each State,"
Proceedings of the HEA Title II-B Institute on Continuing Education Program
Planning for Library Staffs in the Southwest March 17-28, 1975. ed.
Donald D. Foos, (Baton Rouge, LSU Graduate School of Library Science and
Southwestern Library Association, 1975) 118-140.

The CELS survey described in these proceedings recommended the coordination of continuing education activities at the regional level thru a network of the library components in each of the six states: Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Representatives from each of these states met and assessed the needs of their individual states and made suggestions as to short and long range objectives for continuing education in their states.

Penland, Patrick "Beyond Formalities" School Media Quarterly 1 (3)
(Spring, 1973) 182-190.

A comprehensive analysis of the origins and recent developments of the idea of continuing education in librarianship, with thirty citations of authorities in the field. Numerous persons who called for the development of a continuing education network, such as actually has been proposed by the National Commission on Libraries and Information Science and realized with the inauguration and incorporation of CLENE. As one of the best studies of the situation of library science on the eve of the new era this article provides valuable insights into the reasons for Allie Beth Martin's observation that CLENE is an idea whose time has come.

Rosenberg, Phyllis, "Continuing Education in the Library Profession,"
Michigan Librarian 41 (Fall, 1974) 5

An overview of this issue of Michigan Librarian, but a scanin also of the activities of SLIC, CELS and the (CLENE) Project proposed by NCLIS.

Southwestern Library Interstate Cooperative Endeavor. Annual Report of the Southwestern Library Interstate Cooperative Endeavor (SLICE) Project of the Southwestern Library Association (1st, October 1, 1971 to December 31, 1972; and Final Report for Council on Library Resources. Dallas, Texas: Southwestern Library Interstate Cooperative Endeavor, December 1972. 152pp. ED 072 783.

Besides documenting the activities of the SLICE Project during the first 14 months of its existence, this report also attempts to clearly communicate with all interested parties on the status, pitfalls, and potentials of a library interest cooperative endeavor in the six Southwestern Library Association states. The three main objectives of the first year's operation are: sharing of the MARC-O Data Base; a regional plan for a bibliographic network; and continuing education activities for librarians focusing on improving library services to the disadvantaged ethnic groups and a systematic planning and evaluation methodology.

Southwestern Library Interstate Cooperative Endeavor. SLICE Office Quarterly Report for the Period January 1, 1973 to March 31, 1973. Dallas, Texas: Southwestern Library Interstate Cooperative Endeavor, April 1973. 72pp. ED 075 034.

One purpose of this report is to communicate with all interested parties the status of SLICE as of March 31, 1973. A second--and very important--purpose is to stimulate and solicit "feedback," suggestions and guidance for future SLICE Office activities. Candid evaluation and reaction by all is sincerely welcomed by the SLICE Office staff. Included in the report are: 1) office operations and project management; 2) planning a six-state regional bibliographic network; 3) the continuing education of librarians in the southwest (CELS) project; 4) fiscal affairs; 5) a working paper on multi-state regional networking; and 6) the distribution record of this report.

Southwestern Library Interstate Cooperative Endeavor. SLICE Office Report for the Period July 1, 1974 to December 31, 1974. Final Report.
Dallas, Texas: Southwestern Library Interstate Cooperative Endeavor,
January 1975. 168pp. ED 103 003.

The Southwestern Library Interstate Cooperative Endeavor (SLICE) project was an "experimental effort to determine the feasibility of a multi-state library coordination agency" involving the states of Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The success or failure of the project's specific objectives are outlined in this final report. A financial summary of the 1974 operations is provided in tabular form. The bulk of the document consists of appendixes containing papers commissioned by SLICE. Among the topics are: network planning, library automation, telecommunication, and the project on Continuing Education for Librarians in the Southwest.

Stone, Elizabeth, Patrick, Ruth J., and Conroy, Barbara. Continuing Library and Information Science Education: Final Report to the National Commission on Libraries and Information Science.
(Washington D. C. American Society for Information Science, 1974)

Based on interviews with a hundred library personnel, on responses of two hundred to a lengthy questionnaire, and on another hundred who participated in mini-charettes, the process by which CLENE was formed in response to the expressed needs of librarians is explained. The factors for and against the development of a nationwide system for continuing education are carefully considered. The philosophy mission and goals of such a network are spelled out, with short and long range plans of development. Five appendices (on microfiche) provide the data on which the study is based (An index for the book is available from the CLENE office.)

Taylor, Robert S. Manpower and Educational Programs for Management, Research, and Professional Growth in Library and Information Services. Related Paper No. 6. Washington, D.C.: National Commission on Libraries and Information Science, National Program for Library and Information Services, October 1973. 37pp. ED 100 392.

Libraries are part of a larger information infrastructure which must be understood before planning professional education for librarianship. Research is needed in three areas: 1) options within overall library objectives; 2) information needs of different user audiences; and 3) technological and economic descriptions of information systems. Based on the objectives of the National Commission on Libraries and Information Science proposal, professionals will need to have competencies in five major areas: organization of information, information needs and information use, information technologies, research methods, and management. Continuation of current patterns of professional education will lead to overpopulation of undertrained individuals. To meet short-term needs, seminars, institutes and certificate programs should be encouraged. Long term needs will require that professionals be made acquainted with the total information process and that a basic science of information be recognized as a scholarly discipline.

Vaillancourt, Pauline M. "Continuing Library Education Network and Exchange (CLENE)—Aid to Continuing Education for Special Librarians," Special Libraries, 67 (April, 1976), 208-216.

The author gives a history of CLENE, a description of its mechanism, its implications for special librarians, and plans for both near future and ultimate functions. Philosophy and processes of CLENE are described as well as criteria that governed decisions that were made at each phase of CLENE's development. SLA members are urged to become members of CLENE.

1.2. INSTITUTIONAL ROLE

Association of American Library Schools, Continuing Library Education Study Committee. "Position Paper on Continuing Library Education," Special Libraries, 64 (Dec. 1973) 580-581.

Continuing library education is one of the most important problems facing librarianship today. Paper outlines the basic assumptions: 1. the need for continuing education is essential for all librarians as the gap between knowledge and application grows; 2. objectives as including the personal growth of the individual in developing the basic professional skills; 3. through programs based on educational needs which should be characterized by diversity, continuity, convenience and personal satisfaction, plus new techniques; experiences gained in other professions; evaluating existing continuing education programs and new research and development. 4. coordination of the five components in the library field: individuals, state, regional and national library associations, library schools, libraries, and state, regional and national agencies. (Outlines the situation on the eve of the development of CLENE.)

Berninghausen, David K., "Institutional Support for Education for Librarianship and Research," in The Administrative Aspects of Education for Librarianship: a Symposium, ed. Mary B. Cassata and Herman L. Totten. Metuchen: Scarecrow Press, 1975, pp. 319-338.

Although this article does not treat continuing education directly, it indicates the importance of library schools in any university. It may provide ground on which library school administrators might build to persuade university/college administrators to allocate to them a greater share of the budget, and it provides considerations from which library school administrators might derive a more critical perspective on arguments used to allocate to graduate departments smaller allotments than are deserved for continuing education.

Boyer, Ernest L. "Neither Transfer Nor Terminal: The Next Step for Two-Year Colleges," Intellect 101 (Nov. 1972), 110-112.

Two-year colleges have an important role to play in continuing education since college instruction is estimated as good today for only two years, unless the student is involved in fast-moving fields such as medicine, urban affairs, computers, or ecology. The future of higher education is evident from the fact that GE, IBM, Eastman Kodak, and Xerox spend as much annually on research (in the state of New York) as the nation's largest universities. In the past decade a new community college opened every ten days. Companies and industries should consider employment practices that would admit more interns/part-time workers and allow employees to return to college for sabbaticals. There should be a new commitment to low-cost education for anyone who desires it through the fourteenth year (Truman Commission recommendation, 1947).

Bullock, S. "Continuing Education and the Administrator," Connecticut Libraries, 16 (April, 1974) 14-16.

The author declares that much lip service is paid to the concept of continuing education at conferences, workshops and classes--provided neither library money nor time are expended. Library education and library work are often viewed as conflicting interests, when in fact they should be complementary. A library administrator unwilling to encourage his staff to participate in professional activities "is sadly underestimating his profession." Young librarians especially are often neglected in favor of senior staff members in regard to attendance at workshops, conferences, etc. The Connecticut Library Association is urged by the author to go on record as officially supporting continuing education.

"Catholic Library Association's Commitment to Continuing Education."

Sr. Anne John O'Loughlin, Catholic Library World, 42 (November, 1970) 185-187.

A call for Catholic librarians to support continuing library education in view of the Catholic Library Association's goals of improving library services, promoting generally accepted standards, and fostering scientific research and technical development.

Culbertson, David J., "Corporate Role in Lifelong Learning," in Lifelong Education: A New Clientele for Higher Education, ed. Dyckman W. Vermilye (San Francisco: Jossey-Bass, 1974), 29-33.

Current dissatisfaction of students with the practices of academia is partially the result of their being aware of other sources of knowledge than those offered at a university--independent study, cassettes, the library, work-study programs, television. Corporations such as IBM, GE, AT&T now offer the bachelor's degree. Xerox has opened a training facility on 2,300 acres near Dulles International Airport for its growing number of employees; also cited is the policy of Xerox to encourage employees to attend colleges and universities through a tuition-aid program that covers 65% of cost (4,000 participated last year), and sabbatical with pay for those who use it to work in a nonprofit socially oriented agency.

For the four elements in a life-long learning system: an effective core education, multiple learning opportunities, multiple education opportunities, and equitable access to these, the author cites the need to come to grips with open-entrance/open-exit in our formal education system, and for determining a "minimally effective core-education" (p. 30) making adults "functionally literate." Two principles cited in justification of this approach are that government should have no role in providing services and effecting social systems if these can be achieved with reasonable effectiveness by non-governmental units, and that nothing should be done by a higher unit that can effectively be achieved by a lesser unit; that government action is appropriate only after a series of alternatives have been tried and found wanting. The role of the federal government is viewed as/limited being to identifying national priorities and targeting resources.

Gelinas, J. "Continuing Education for Library Staffs," Minnesota Libraries 24 (Autumn, 1973) 66-72.

Mounting library costs, unprecedented change, and resistance to change are the facts of life which need to be faced in approaching the subject of continuing education. The ALA's "Library Rights of Adults" demand competence, which, in turn (as underlined by the June 1971 issue of Library Trends, edited by Dr. Stone) demands personnel development and continuing education. The works of Berelson, Houle, Maslow, and Etzioni are cited as sources for the new insights into adult education needing application in continuing education. The author's personal experiences in promoting conferences are cited, together with the work of state agencies and associations. Setting aside 1% of a library budget for continuing education is suggested as a way to begin, realistically. Eleven references.

Guidelines of Employment and Working Conditions for Registered Professional Librarians Employed in Libraries in Ontario. Toronto: Institute of Professional Librarians of Ontario, 1975. 8pp. ED 105 870.

The Institute of Professional Librarians of Ontario suggests that these guidelines be the minimum requirements for the employment of a registered professional librarian. Under conditions of employment, the guidelines provide for an employment contract, a probation period, job security, and promotion opportunities. Leaves of absence, fringe benefits, evaluation and grievance procedures, and opportunities for continuing education and professional development also are suggested.

Jury, Floyd D., "Continuing Education--Whose Responsibility?" In: Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, DLCL: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 19-22.

Author takes a brief look at the role of government, universities, industry associations, professional societies, equipment vendors, training directors, managers and supervisors, peers and individuals, and the responsibility of each for continuing education, with the conclusion that continuing education is big business and destined to get bigger.

Katz, Israel. "An Emerging Role for Universities," in CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach (Washington, D.C.: American Society for Engineering Education, 1975), 45-47.

Although 80% of resource persons contributing to large continuing education programs for engineers and physical scientists are drawn from among professional practitioners, universities are called to meet the needs for adult education by soliciting the services of these practitioners or providing full-time teachers for continuing education courses; the alternative to this is relinquishing by default the leadership of continuing education to commercial organizations. Unfortunately, only a handful of academic deans, observes the author, or of full-time faculty currently, recognize adult education as learning activities worthy of university involvement. (p. 45) Usually there are not extra compensations for part-time teaching and--even where there is--deans usually limit the time devoted by full-time faculty to such teaching. Ideally, however, universities should provide a neutral ground on which professors and practitioners can intermingle and on which the various disciplines can cross-fertilize one another. Libraries can offer a variety of services, consultant and others, to stimulate such continuing education. Three tables are offered in conclusion, two of which seem particularly valuable: one, on the functional responsibilities of universities for continuing education, and the other on the characteristics of the practitioner as a learner.

Klempner, Irving M. The New Imperatives; or Decisions for Library School Curricula. (Albany: School of Library and Information Science State University of New York at Albany, 1976)

Current economic austerity measures indicate to some that we are witnessing a decline in the American standard of living. Researchers at the Bureau of Labor Statistics of the U. S. Department of Labor indicate a declining need for librarians. Some advocate in view of this that we curtail student admissions to the library field, but the suggestion of this author is that a fundamental change in attitude and innovation are what is needed. There is a growing need for indexers, for example, in federal and state agencies. What are library schools doing to fill this need? A change in attitude among deans and faculties of library schools indicates the value for continuing education programs for administrators as well as practitioners in the field. Now would seem to be the time to develop curricula focussing on the new techniques of information organization conducive to the development of new types of information services. 14 references.

Knox, Alan B. "Higher Education and Lifelong Learning," Journal of Research and Development in Education 7,4 (Summer 1974) 13-23.

This nationally recognized leader in continuing education illustrates some emerging relationships between institutions of higher education and adults engaged in lifelong learning. He gives examples of how academic professors can serve as facilitators to learning in developing peer review groups, workshops and self-evaluation projects. Five ways in which institutions of higher education can contribute to lifelong learning are cited as: 1) showing how central lifelong education is to contemporary life; 2) including continuing education practices also in graduate and undergraduate academic courses; 3) preparing people to develop continuing education programs for adults; 4) providing assistance to groups sponsoring adult education; 5) developing models and means to facilitate self-directed education. A valuable Knox bibliography is also appended to the article.

Luke, Robert A. The Role of the Professional Association in Continuing Education. 1972. ED 069 946.

A discussion of those programs and activities of institutions of higher education, of employers and of professional associations which involve some sort of joint action or a collaborative effort. The focus is on training programs which require released time and cooperative decision making, and are clearly aimed at systematic career development. A brief description is given of the Adult Basic Education Professional Staff Development Program in the Southeastern states (administered by the Southern Regional Education Board.) There were two main elements of the program plan: a) a major role for higher education institutions and b) a leadership role within each state for the State Director of each state. It was found the process of sharing resources, of planning together, and of learning from each other can only take place within a deliberately developed intellectual climate which supports fact-finding, systematic problem solving, and rational self-evaluation.

Martin, Allie Beth, "Continuing Library Education: What's happening? Who's REsponsible?" Illinois Libraries 56 (6) (June, 1974) 437-439.

Signs that the AALS statement on the essential importance of continuing education for all library personnel is receiving increased attention include the concern of the National Commission on Libraries and Information Science, the new ALA Office of Library Personnel Resources which includes continuing education in its responsibility, the Continuing Education Committee of the American Association of Library Schools and its CLENE (Continuing Library Education Network), Dr. Stone's book, Continuing Library Education as Viewed in Relation to Other Continuing Professional Education Movements, the activities of CELS (Continuing Education for Library Staffs in the Southwest) and of WICHE (Western Interstate Compact for Higher Education). A summary of the purposes, goals, responsibility of continuing education concludes the survey.

Martin, Laura K. "The Impact of Professional Organizations on Library Education," in The Administrative Aspects of Education for Librarianship ed. Mary B. Cassata and Herman L. Totten, Metuchen N.J. Scarecrow Press. 1975, pp. 123-139.

to this essayist

It is apparent that individuals and institutions have often had greater impact than organizations on education for librarianship. The Committee on Accreditation of the American Library Association accredits graduate programs leading to the master's degree in the United States and Canada, requires detailed annual reports and visits each school having an accredited program every five years. The twenty-six hundred members in the Library Education Division of ALA would seem to indicate to the author that many practicing librarians who take no active part in the development of policy for the organization still find its proceedings to have some relevance to their work, but that its most important function may be in informal consultation at ALA headquarters with COA. The American Association of Library Schools has taken a major step toward recognizing its responsibility in continuing education when it inaugurated a regular page on the subject in 1974 in the JEL. The American Association of School Librarians has had more influence on library training institutions than most ALA divisions because school librarians have had to become members of the teaching profession through certification by their respective State Departments of Education. The Special Libraries Association has always maintained a strong interest in recruitment and in continuing education/ Author recommends the Library Education Division must be given authority and resources to exert stronger leadership in adapting library education programs to changing needs and opportunities.

National Advisory Council on Extension and Continuing Education.
The Importance of Service: Federal Support for Continuing Education. Eighth Annual Report of the National Advisory Council on Extension and Continuing Education. Washington, D. C.: 1974. ED 097 827.

Background papers are presented with recommendations concerning the Federal-University partnership in extension programs, continuing education and community services. Issues discussed are: the multiplicity of programs, legislative life spans, lack of policy, the need to strengthen institutions, revenue sharing, and the six areas in which funding was concentrated in continuing education: 1) health care; 2) teacher training; 3) social workers; 4) minority business men; 5) education and training for public service. Quality of performance of institutions of higher education; increases in part time students, and the evaluation of Title I Higher Education Act programs were other topics discussed.

Newman, Frank. "Autonomy, Authority and Accountability."
Liberal Education. 59 (March, 1973), 13-26.

The loss of autonomy and of responsiveness to public needs coincides with the growth of central planning and authority. The decline of private colleges and universities is tied to the ever increasing gap between tuition at the private and public colleges. The author proposes federal aid in the form of grants fostering research and in the form of grants to students through partial tuition equalization. This should foster competition among the colleges and render unnecessary federal intervention by controls.

Newman, Frank. "Graduate Education." National Association of College Admissions Counsellors Journal 18 (May, 1973), 12-22.

Declining enrollments of students in institutions of acknowledged quality and a shift to new institutions is a threat to quality education that needs a counter-balance. It is suggested that the federal government should develop new forms of support that would allow students to select institutions of greater excellence. This would also serve the national interest since students are interested in the areas of reform that are needed. These "portable fellowships" would be accompanied by companion grants to the institutions selected by the students. The main criteria for awarding fellowships should not be academic but demonstrated motivation such as the willingness to take initiative and to set standards for oneself. There should also be expanded loan and work opportunities and project grants to promote versatility in Ph.D. and equivalent training, to restructure and revitalize professional schools and for internship programs. These recommendations are intended to promote the reorientation of graduate and professional training toward a new responsiveness to society; something they will accomplish only if they change and are perceived as changing the prevalent expectations and incentives of students and faculty.

Quile, Albert H. "The Challenge of Lifelong Learning," Adult Leadership 21 (December 1972) 182-4. 208-210.

There is consensus on the importance of lifelong learning; the differences come in what should be done, who should do it and pay for it. Quile is for holding federal spending to present 8% of GNP and restricting federal programs; calls for public response as to which should be given priority. He himself suggests it be educational technology, care of institutionalized adults, research and the credentialing function of education.

Roper, Fred W. "MLA Continuing Education Activities, 1964-1974: A Decade of Growth and Development," Bulletin of the Medical Library Association 63 (April 1975) 180-185.

The activities of the Committee on Continuing Education of MLA are treated in considerable detail in this article which begins, with a survey of the early history of continuing education in the MLA. After a brief examination of the concept of continuing education, the work of the Committee since 1962 is surveyed the better to assess its present role and to consider some of the implications of the proposed certification code on the work of the Committee. Six references.

Selden, William K., "Professional Standards, Competency, and Continuing Education: Roles and Responsibilities of Professional Associations," paper delivered at conference on Mandatory Continuing Education: Dilemmas and Prospects for Professionals at Pick-Congress Hotel, Chicago, Feb. 26-27, 1976.

After surveying the usual reasons for requiring continuing education, monitored by professional associations, author notes the factors which have altered the usual pattern: utilization of strikes by professionals, efforts of women who have been traditionally barred from the professions, and increasing public disenchantment with the rising fees charged by professionals whose education has often been subsidized by public taxes. Alternative roles of professional associations in continuing education are considered, ranging from insistence upon exclusive control by professional associations (a course likely to end with complete loss of control by professional associations) to complete governmental control; author recommends rather shared responsibility, a difficult approach for professions to accept, but the direction in which professions must begin to move. The goals of such shared responsibility should be guaranteed continuing competence of personnel, cooperation between the various health services, reasonable compensation for services, participation in the establishment and maintenance of standards in education and service. The health of a democratic form of government demands a balance between not only the three branches of government (executive, judicial and local), but also between the regional forms of the same (federal, state and local), and between government itself and the private sector. Professions play a significant part in continually strengthening the private sector. Shared responsibility is not an easy task but is essential and demands the involvement of many individuals with diverse backgrounds and interests. The difficulty of defining competence in the professions is related to the inability to define tools to measure the quality of professional service.

Shapek, Raymond A. "Tradition, Continuing Education and the Question of Relevancy: A Normative Challenge." Notre Dame Journal of Education, 4 (1973) 358-364.

Distinguishing various forms of continuing education, the author reflects on the prohibiting factors of cost, inconvenience, etc. and the various efforts of universities to meet the need, especially that of the University Without Walls, comprising twenty educational institutions in the U.S. supported by the U. S. Office of Education, the Ford Foundation and UNESCO, which has as its strong point the attention given to each student's needs in relation to his career objectives. The author goes on to challenge three educational myths in America and to call for a radical reassessment of the value of our traditional system.

Stevens, Frank A. "Institutes on Continuing Education," CLENExchange 1,2 (December, 1975) 7.

Institutes sponsored by the Office of Education under Title II-B of the Higher Education Act of 1965 are explained. In the past such institutes have been largely devoted to upgrading professional skills in critical areas of reeducational needs; more recently they have been devoted to the process of continuing education itself. Five examples of recently funded institutes are cited.

Stirzaker, N. A. "University Continuing Education--Disaster or Opportunity" Adult Leadership 22, (10) (April, 1974) 329-336.

Although accelerating changes of various kinds in society make continuing education ever more imperative, colleges and universities are moving out to fill this growing need only hesitantly and often ineffectually, because:

- 1) of lack of clearly defined policy in regard to continuing education;
- 2) mere lip service (indicated by inadequate budgets and inadequately trained faculty)
- 3) proliferation of various forms of continuing education are often poorly planned and implemented; physical accommodations often inadequate.

Continuing education centers, funded by the Kellogg Foundation, at Michigan State University, and the Universities of Chicago, Georgia, Oklahoma and Nebraska indicate however that the movement has potential even though too often today it is marked by failure. What is needed is a dedication to the philosophy and purposes of university continuing education by the boards, administrative officers and faculties.

Stone, Elizabeth. "Role of the Academic Institution in Continuing Library Education," In: Mary B. Caszata and Herman L. Totten, The Administrative Aspects of Education for Librarianship: A Symposium. Netuchen, N.J.: The Scarecrow Press, 1975. pp. 104-122.

Continuing education is making greater progress in library schools across the nation than in most other schools. The reasons for this are manifold, and among them are cited by the author the American Association of Library Schools' listing of ways in which library schools could meet continuing education needs (1972) and the way in which an increasing number of library schools are making continuing education an integral part of their educational spectrum. Numerous studies are cited to illustrate this trend, several on the continuing education unit (ceu) as a method of recording courses completed, and the ongoing debate as to the value of such a method. Deficiencies of existing continuing education programs noted include the lack of diversification among objectives between degree programs and continuing education programs, also the frequently impermanent nature of such programs and the lack of long-range planning in their regard. Suggestions of Houle and others of ways in which employers, administrators might encourage continuing education are noted. Ten recommendations for promoting continuing education and forty-four references indicate the thoroughness of this study.

Warncke, Ruth, "Continuing Education: Whose Responsibility?" Minnesota Libraries 24 (Autumn, 1973) 59-65.

A survey of some reasons for emphasizing continuing education, and of some of the types of learning opportunities, in current library literature, library meetings, institutes and workshops. The responsibilities of library schools in regard to continuing education, and of library associations and state agencies are surveyed, stressing the basic responsibility as being that of the state associations. Long range planning and careful evaluation are emphasized in conducting these.

Weber, David C., "The Dynamics of the Library Environment for Professional Staff Growth," College and Research Libraries 35 (4) (July, 1974) 259-267.

Among employee needs, types of possible developmental activities, problems encountered in implementing these, and the complexities of weighing these in relationship to the institution, attention is first given to a variety of possible developmental activities. An equal number of problems encountered in implementing these are then considered in greater detail, with the conclusion that in normal times an institution and its library should offer many of the suggested developmental activities. Managers, over and above the attention demanded by immediate tasks, need to be concerned about: 1) raising the level of employee motivation; 2) increasing the readiness of subordinates to accept change; 3) improving the quality of managerial decisions through participative involvement; 4) promoting also teamwork and morale, and 5) furthering the individual participation of the staff.

1.3. COMPETENCY-BASED EDUCATION

Alschuler, Alfred S. and Ivey, Allen. "The Human Side of Competency-Based Education." In: Competency-Based Education: An Introduction ed. Richard W. Burns and Joe Lars Klingstedt, Englewood Cliffs: Educational Technology Publications, 1973, pp. 130-138.

Author calls attention to two areas of life that are not receiving sufficient attention: a student's psychological attitude toward his destiny and his self-concept. The Coleman report (1966) indicated that what students learn is more strongly related to these two concepts than all other factors combined, yet that there are no widely used curricula to teach either fate-control or positive self-concept. Although the author does not discuss how psychological development requires philosophic, religious and political decisions about the desirable nature of human goodness, he does indicate the most salient concerns raised by psychological education; he defines intentionality and suggests that when students have learned to choose their own goals and attain those goals through a sequence of alternative procedures, respect for alternative viewpoints may emerge as well. 17 references.

Burke, J. Bruce, O'Neill, Julia, and Welsch, Kay. "A Humanized Model of Computer Managed Instruction." In: Competency-Based Education: An Introduction, ed. Richard W. Burns and Joe Lars Klingstedt, Englewood Cliffs; Educational Technology Publications, 1973, pp. 68-79.

Suggested is how a computer-managed instructional system can be humanized to let each student follow his own bent, fulfilling his own goals, while providing him with a system of guided learning activities. A plan is outlined designed to apply to any subject area or learner level: individualizing the program, using a computer for management, but designing student decision loops into the system so that the student does not feel as though s/he is being run through an assembly line. (The latter involve the student and counsellor in a negotiation process, drawing up alternative objectives and strategies to those proposed by the computer.) Assumed as basic is that most students learn the connotative meaning of their material through extensive interaction with their peers and counselling instructors.

Burns, Richard W. "Achievement Testing in Competency-Based Education." In: Competency-Based Education: An Introduction, ed. Richard W. Burns and Joe Lars Klingstedt, Englewood Cliffs: Educational Technology Publications, 1973, pp. 89-99.

A discussion of the differences between competency-based education and that resting on verbal aptitudes. Criterion-referenced testing is the measurement of performance by some criterion. Evaluations which use both processes and products are concluded to be more valid in measuring competence.

Competency-Based Education: An Introduction. Ed. Richard W. Burns and Joe Lars. Englewood Cliffs: Educational Technology Publications, 1973.

A collection of eighteen chapters representing the first effort to present an authoritative treatment of major aspects and issues relating to competency-based education (CBE) in a single source. All the articles are authored by educators who have gained recognition in the field of CBE, representing not only the viewpoint of Experimentalism, but also Process structuralism. Also treated are the psychological and instructional aspects of CBE, Guidelines for developing competency curricula, achievement testing, and certification issues. The last four chapters deal with special issues related to the implementation of CBE utilizing the new technology and technology-based evaluation. A special concluding annotated bibliography reviewing the research of CBE relating to teacher education has been compiled by Burdin and Methieson.

Halamandaris, P. G., and Loughton, A. John. "Empathy Competence:
A Search for New Direction in Canadian Teacher Evaluation."
In: Competency-Based Education: An Introduction, ed.
Richard W. Burns and Joe Lars Klingstedt, Englewood Cliffs:
Educational Technology Publications, 1973, pp.36-41.

Teacher education in Canada, it is asserted, is a function
of conservative faculties of education in which significant
program change rarely occurs. An attempt to implement change
in Manitoba is the Indian and Metis Project for Careers
(IMPACTE) through Teacher Education, a teacher education program
designed to meet Provincial certification requirements, which
affords opportunities for the development of both empathy-
competence and skill-competence. 10 references.

Klingstedt, Joe Lars. "Learning Modules for Competency-Based Education."
In: Competency-Based Education: An Introduction, ed. Richard
W. Burns and Joe Lars Klingstedt, Englewood Cliffs: Educational
Technology Publications, 1973, pp. 61-67.

Author provides a concise and clear explication of the origin
and nature of learning modules, both defining and exemplifying
the method in the presentation. What the reader should be able
to know and to do because of it are stated and then presented:
the six major parts of a learning module being: 1) objectives;
2) pretest; 3) rationale; 4) learning alternatives; 5) post test;
6) resources. The great advantage of this method being that it provides
students a way to progress at their own rate in their own learning
style.

Klingstedt, Joe Lars. "Philosophical Basis for Competency-
Based Education." In: Competency-Based Education:
An Introduction, ed. by Richard W. Burns and Joe Lars
Klingstedt. Englewood Cliffs: Educational Technology
Publications, 1973, pp. 7-19.

Competency-based education is defined and related to its
historical origins in evolutionary theory and in the
writings of experimental psychologists such as Pavlov,
Thorndike and Skinner. The influence of Dewey is emphasized,
as are the contributions of process philosophy (Alfred
North Whitehead). Among process structuralists, effective
interaction with an environment is perceived as the key to
motivation, and this in turn as the key to the development
of competence. The latter also emphasize the need for
teachers to put strategies, skills and techniques into action
in their own unique style.

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PROBLEMS AND ISSUES IN SPECIFYING BEHAVIORAL INSTRUCTIONAL OBJECTIVES FOR GRADUATE COURSES IN LIBRARY ADMINISTRATION.

Putnam, William

Pub Date Oct 70 Note-46p.; A Dissertation Submitted to the Faculty of the Department of Library Science of the Catholic University of America in Partial Fulfillment of the Requirements for the Degree of Master of Science in Library Science

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Administration/ Adult Education/ *Behavioral Objectives / *Graduate Study/ *Librarians/ Libraries/ *Library Education

The theory of behavioral instructional objectives is applicable in the design of library administration courses; however, it does give rise to a number of problems when so applied. Chief among these is that the theory of behavioral instructional objectives has been elaborated by pedagogues so that the theory is not, understandably, uniformly applicable to adult education. The twofold purpose of this report is to bridge the communication gap between educational researchers and those at work designing library administration courses for the continuing education of librarians, and to discuss the problems that arise when educational research findings are applied to library education. It was concluded that the application of the theory of behavioral instructional objectives to adult learners by those developing graduate library administration courses might lead to a significant modification and broadening of the scope of the theory as it now stands. Moreover, the field of library education stands to benefit from the application of the theory to library administration courses by stimulating the production of highly valuable teaching materials such as case studies and simulation studies. (NH)

Wall, Charles C. and Williams, Richard C. "Relating Communications Technology to Competency-Based Education." In: Competency-Based Education: An Introduction, ed. Richard W. Burns and Joe Lars Klingstedt, Englewood Cliffs: Educational Technology Publications, 1973, pp. 122-129.

Author projects that by the upcoming turn of the century such features provided until now in schools (e.g. 1) provision of basic information and training, and 2) certification of the quality of student performance) will be provided by learning centers utilizing advanced communications technology coupled with competency-based education. Also discussed are three basic problems such a change will involve: 1) the production of communication hardware; 2) the development of technical software, and 3) some political problems such technology will entail.

Young, Jon I. and Van Mondfrans, Adrian P. "Psychological Implications of Competency-Based Education." In: Competency-Based Education: an Introduction, ed. by Richard W. Burns and Joe Lars Klingstedt, Englewood Cliffs: Educational Technology Publications, 1973, pp. 20-29.

The advantages of competency-based education are considered from the viewpoint of its ability to stir up interest and to stimulate motivation, and from its ability to reduce anxiety and frustration. Its ability to develop a positive self-concept is also an integral part of competency-based education. The conclusion is drawn that although competency-based education involves high risks because of reduced teacher direction and increased student control, the rewards are great; it can reduce negative psychological obstacles and increase learning. 23 references.

1.4. CONTINUING EDUCATION UNIT (CEU) -- GENERAL

Andrews, Grover J. The Continuing Education Unit: A New Kind of Credit for Higher Education Continuing Education. Paper presented at the summer seminar on Academic Administration (Baylor University, Waco, Texas, July, 1974), ED 101 082.

The Continuing Education Unit (CEU) has developed on the scene of American higher education in response to public needs. The many possible advantages of CEU's are indicated plus the need for administrative standards to ensure discriminating use of them. The College Commission of the Southern Association of Colleges and Schools has adopted the CEU as outlined by the National Task Force. Workshop materials and organizational models to facilitate understanding of the CEU's proper application are included in the paper. Implementation of the CEU is one response higher education can make to the need for ensuring quality of results and equality of access.

Bramblett, Larry A. and Buchanan, W. Wray, "The Continuing Education Unit: A Possibility for Allocating Public Service Funds," Adult Leadership 21 (December, 1972), 185-195.

To afford government a basis for allocating funds for continuing education units, the authors have developed the ICEU (Institutional Continuing Education Unit): $Y_c = a + b_1 X_1 + b_2 X_2$. Y_c = Institutional CEUs awarded per program; a = some constant (a minimum value needed to provide space or personnel for any function); b_1 = multiplier for contact hours; X_1 = contact hours; b_2 = Multiplier for number of participants (determined by category of program attended); and X_2 = number of participants.

Dudgeon, Paul J. The Continuing Education Unit (CEU) and "You Can": Two Innovative Ideas for Continuing Educators. North York, Ontario: Canadore College, 1975. ED 100 462

A continuing education unit is defined and current views on its uses, strengths and weaknesses are documented. The "You Can" program is presented as an innovative approach to developing a national image for adult education. Among expected results are the elimination of fragmentation of effort, which often occurs in individual community programs and a sense of cooperation among all continuing education groups.

Enell, John W. "The CEU Comes of Age," Engineering Education 65 (November, 1975), 147-151.

Synopsizes the background of the CEU, what organizations may/are awarding CEUs. Essential aspects for qualifying involve good program planning, responsible sponsorship, capable direction, and qualified instruction. Administrative criteria listed include: 1) identifiable educational organization with designated professional staff, 2) maintaining administrative control; 3) appropriate educational facilities; 4) permanent individual records. Program criteria: 1) educational activity fulfilling each of the foregoing elements; 2) fulfillment of educational needs of a target clientele; 3) clientele involvement in planning program; 4) clear statement of rationale; 5) qualified instructional personnel directly involved in conducting the educational activity; 6) establishment of specific performance requirements; 7) evaluation procedures to determine the effectiveness of the program; 8) permanent record system. Not included as qualifying for CEUs would be: courses for credit; orientation programs; committee meetings; conferences; mass media programs; life/work experiences; self-directed study; participation in organizational activities.

Grogan, Paul. "CEU--A Perspective on Its Purposes and Prospects,"
Training and Development Journal, 30 (January, 1976), 14-20.

Before the advent of the CEU there was no way to measure the efforts of both teachers and learners in continuing education courses. The slow and studied development of the CEU has made it possible to characterize as continuing education all post-secondary educational experiences that are not applied toward a diploma or degree. The value of CEU is, however, to be determined at the time and place of its use for recognition purposes, whether by prospective or actual employers, or by membership organizations, statutory licensing bodies, certification groups or agencies. "The CEU has validity only when someone other than its principal sponsor and advocate can find a use for it, whether in a formal or an informal recognition program." (p. 17)

Harris, Wendell. "A Discussion of the Issues-From the University" in Continuing Education Unit, Selected Conference Proceedings of September 19-20, 1974, Holiday Inn East, Springfield, Ill. (Illinois Community College Board et al. Kankakee, Ill: 1975) pp. 16-19

Questions which need to be considered carefully and clearly understood before adopting a policy of awarding CEU's include:

1. the general uneasiness with forms of academic recognition when we are faced by academic inflation (degrees having considerably less exchange value today than they did ten years ago);
2. the essential nature of a CEU as being only an external unit of measure;
3. programs which must be developed by user groups who will help determine the content and level of courses;
4. the total incompatibility of CEU's and credit hours;
5. the value of the CEU as a means of upgrading competencies in a given career;
6. its utility as a means of determining educational budgets for state agencies.

This paper is gauged to answer the most common objections to the adoption of CEUs.

Huttig, Jack, "The Iowa Experience--From the University" in Continuing Education Unit, Selected Conference Proceedings of September 19-20, 1974 Holiday Inn East, Springfield, Ill. (Illinois Community College Board et al. Kankakee, Ill: 1975) pp. 12-15.

Author tells why the University of Iowa became involved with the CEU program, the goals and objectives developed for it there, and how the program is now working. The latter is given in detail and illustrated with forms and illustrations included in the appendix of the brochure in which this article appears. The future of the CEU at the University of Iowa is summed up, in conclusion, from the viewpoint of the non-credit student, from that of the instructor in the program and from the standpoint of the institution.

Illinois Community College Board & Illinois Board of Higher Education
Continuing Education Unit, Selected Conference Proceedings of September
19-20, 1974 Holiday Inn East, Springfield Illinois 54 pp. (1975)

This conference and its proceedings indicate the seriousness with which leaders of higher education are viewing the CEU. The Papers in this brochure all speak from experience: Dr. William L. Turner of North Carolina State University, one of the originators of the impetus given in 1968 to the development of the idea, speaks from ten years of experience of planning and evaluating developments; Drs. McGuire and Huttig summarize their experiences at the University of Iowa; Dr. Ollar, the University of Missouri pilot project of a CEU data base; Dr. Harris raises problems of a general nature all need to consider; Kirkwood illustrates the possibility of abuses of the system. A valuable appendix illustrates the CEU recording system in use at the University of Iowa.

Illinois Statewide CEU Task Force, A Suggested Illinois Statewide Plan for
the Award of the Continuing Education Unit, Illinois Community College
Board and Illinois Board of Higher Education, (no place given) 1975 16pp.

Resolutions, Definitions, and Criteria for awarding Continuing Education Units in Illinois, together with operating guidelines and the names of the Illinois statewide CEU conference planning committee and the statewide CEU Task force: all following the criteria and guidelines given by the national task force on the CEU. An Appendix adds a sample form for an institutional request to award a CEU that may serve as a guide to other states drawing up similar forms.

Kirkwood, Robert, "A Discussion of the Issues--From the Accrediting Associations," in Continuing Education Unit, Selected conference
Proceedings of September 19-20, 1974, Holiday Inn East, Springfield,
Ill. (Illinois Community College Board et al, Kaneakee, Ill: 1975)
pp. 22-23.

Author illustrates ways in which the CEU's may, have been
abused; important insights to understanding the fears of
the opposition to CEU developments:

Knight, William H. "Continuing Education Unit," in CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 153-154.

A brief resume of the outcome of the deliberations of the National Planning Conference in Washington, D.C. in July, 1968, which set up the national task force to determine the feasibility of a uniform unit of measurement and to develop a proposal for field testing and gaining general acceptance for this concept. Purpose and objectives of the CEU, its specific attributes, administrative requirements, and recommended applications are given, together with the recommended steps in establishing the "Continuing Education Unit."

Knight, William H. "Steps for Adoption and Utilization of a Continuing Education Unit," in CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 161-177.

Steps actually taken at Washington State University (Pullman, Washington) are outlined, together with exhibits of requests for approval, attendance records, program reports, and transcript records used at other universities.

Kutler, Gordon E. "CEU—A Giant Step Backward," Training and Development Journal 29 (October, 1975) 8-10.

Supporters of CEU's are open to the disdain of professionals because CEU's rewards trainees on the basis of contact hours rather than achievement or proficiency. Moreover there is the danger that shorter, more efficient programs will be replaced by longer, less efficient ones, since trainees will tend to evaluate the programs in terms of contact hours rather than excellence.

Long, Huey B. "Perspectives of the Continuing Education Unit," Adult Leadership 22 (February, 1974) 268-270.277.

This paper introduces the concept of the CEU's perceptual variations, from academic, user-group, and individual learner's perspectives. From the academic viewpoint opinion ranges from viewing the CEU as either an illegitimate relative or a distant cousin of the credit hour. User groups view it as a way of documenting participation or as a way of maintaining control over members. Individuals may view CEU's as American as apple pie or as a spin-off of the contemporary documentation syndrome.

McGuire, Don, "The Iowa Experience--From the State," in
Continuing Education Unit, Selected Conference Proceedings of
September 19-20, 1974, Holiday Inn East, Springfield, Illinois
pp 10-11

An outline of the state plan for implementing the CEU in Iowa, including: components of the system-- 1. a decentralized data bank; 2. used administratively as well as for consumer utilization; 3. excluding programs carrying college credit; with the advantages of 1. more accurate and descriptive data in records; 2. greater utility for consumers as well as management; 3. better standardization. The main issues remaining are: 1. What programs should be eligible; 2. What constitutes successful student completion of a CEU program?

National Task Force on the Continuing Education Unit, The Continuing Education Criteria and Guidelines, Washington D. C.: National University Extension Association, 1974. 30pp.

This is the authoritative source of all subsequent serious studies of The Continuing Education Unit (CEU). Detailed explanations are given of each aspect of the concise definition of a CEU, after outlining the specific objectives of CEU's in establishing permanent records for continuing education experiences and a uniform system for accumulating data and measuring these. The national standard of ten contact hours of participation and what all is involved in this is clearly developed together with what administrative and program criteria are involved in distinguishing and evaluating continuing education programs from other kinds of learning activities. The methods of determining the number of units and what permanent records are essential are clearly detailed, as also the objectives in planning and evaluating programs; the various uses envisioned for CEU's, such as their role in budgeting procedures, are also indicated. A brief history of the origin and development of these standards from the origin of the idea in 1968 to their adoption by over 600 universities and colleges by 1973 is added.

James H. "A Computer Based CEU Retrieval System" in
Continuing Education Unit, Selected Conference Proceedings
of September 19-20, 1974, Holiday Inn East, Springfield, Ill.
(Illinois Community College Board et al. Kanebakee, Ill: 1975)
pp. 16-19.

To establish permanent records for individual participants in continuing education experiences, to provide a uniform system for accumulating data, and to establish a national system of data collection for measurement of non-credit continuing education activities, the University of Missouri at Columbia decided that they would use the organizing capacities of a computer. With interesting observations on managerial aspects of such a transformation, the author explains the data input and output; among the latter, a continuing education unit certificate and mailing information. The system includes inquiry capabilities, and the file contains 25,000 student records (July 1, 1975), with capacity to handle 8 to 10 years records before requiring additional storage space.

Powell, Elizabeth, "The Continuing Education Unit," NHSC News Supplement
(March, 1975)

Reviewing the origin of the CEU from the 1968 National Planning Conference in Washington D. C., the author draws from experience at the University of Georgia Center for Continuing Education, to suggest certain modifications in applying the CEU, and notes that at Georgia, not all continuing education activities are awarded CEU, but only those classified under the category of programs planned specifically for limited groups with definite, usually professional or vocational goals.

Sork, Thomas J. and Pankowski, Mary L. "Continuing Education: the University's 'Buyer Protection Plan'" Adult Leadership V. 23, N. 7 (Jan. 1975) 203-206.

Declining enrollments have prompted many colleges to operationalize certain marketing strategies to meet the question increasingly asked by students: "Why should I invest X dollars in your institution?" What assurance can you give me that your institution will provide me with an adequate education?" CEU freebies, allotted with a diploma are suggested as one way to assure students their education is adequate, including a waiver of registration fees associated with any and all non-degree programs for which CEU's are offered. The idea would be intended to promote the development of continuing education programs as well as enrollment in graduate programs. and to assure students that the institution ~~is~~ remains concerned about students after they leave college. Author probes not only the selling features of the suggestion, but what changes in records, registration, computer programs and faculty salaries the new program would involve. Three references.

Turner, Dr. William L., "The History and Philosophy behind the CEU" in Continuing Education Unit, Selected Conference Proceedings of September 19-20, 1974 Walt Whitman Inn East, Springfield, Ill. Illinois Community College Board, Illinois Board of Higher Education et al. (Kankakee, Ill: 1975) pp. 3-11

Dr. Turner surveys the conditions on the national scene which suggested the need for a standard of measurement that would both stimulate, recognize and validate the retraining activities made mandatory by sweeping changes in technology and scientific methods. Turner itemizes six specific objectives the CEU fulfills; three prerequisite conditions for awarding any CEU; and the essential and optional information any CEU record should contain. Illustrations of appropriate and inappropriate use of CEU's emphasize the need for discrimination and are set against the background of the author's experience in the Southern Association of Colleges, suggesting also the need for quality control which is being studied currently by the National Task Force. This is an authoritative article by one of the most influential leaders in the development of the CEU.

Turner, William L. A Statement on the Philosophy, Development and Adoption of the Continuing Education Unit. Speech presented at an invitational statewide conference on the Continuing Education Unit. Springfield, Illinois, 1974. ED 101 083.

- The Continuing Education Unit (CEU) appears to be fulfilling a long term need of the individual learner, the college and the university, the professional society, the licensing board, the accrediting organization, the employer and many other groups. Established by a national task force, it may be used in a variety of ways, for measurement, recording, and verification of adult participation in programs. Administrative concerns focus on the number of units to be granted, the educational merit of the program, evaluation of the participants performance in the programs, and the maintenance of records. Possible appropriate uses of the CEU and the guidelines issued by the Southern Association of Colleges and Schools are given. Potential users are professional societies, associations, business, industry, labor and government.

1.4.1. CONTINUING EDUCATION UNIT (CEU) -- OTHER FIELDS

American Nurses' Association

"Standards for Continuing Education in Nursing," American Nurses Association, 1974
Journal of Continuing Education in Nursing, Vol. 5 (May-June, 1974) No.3
pp. 32-39.

The purpose of this paper is to identify standards for non-academic credit Continuing Education. Nurses define the assumptions and goals of continuing education, the responsibilities of the American Nurses' Association of individual nurses, faculties, and administrators, give standards for conducting continuing education in nursing, resources and evaluation, state clearly the purpose and suggested applications of the CEU as well as its limitations, together with a glossary of terms.

Blume, Dorothy M. "Some Concerns Related to the Use of Continuing Education Units."
Journal of Continuing Education in Nursing, Vol. 5 No. 2 (March-April 1974) pp.33-40

In support of awarding continuing education units, the author poses questions relevant to three movements related to CEU's: the trend to use CEU's in developing formulas for state funding support of university and college continuing education programs; the effort sponsored by Texas A and M University to establish a regional CEU data bank; the open university trend to grant degrees for competencies gained through other channels than thru formal classes in residence. Urges the development of minimum standards to help nurses use their CE learnings to earn degrees in nursing.

Brick, Kathryn A., "CEU For Health Professionals" Continuing Education Committee, American Physical Therapy Association of Maryland, 1976 4p.

In the health care professions, the trend has been toward professional accountability to enhance the quality of patient care. Although the CEU does not ensure quality, any more than the problem-oriented medical system can claim to ensure quality of patient care, it does, however, offer more to promote it than does the haphazard, non-systematic, unorganized, and sponsor-oriented education (or patient care) we have had to the present.

Brund, Susan M. "The Continuing Education Unit," Continuing Education in Nursing, Vol. 5 No. 4 (July-August 1974) pp. 34-

Some of the positive implications of the Continuing Education unit for nursing are that it will emphasize to nurses the need for life-long learning, may or may not lead to mandatory continuing education. There is need for meaningful modules to assist professionals and for guidelines. Eight are drawn up reflecting concern for a quality educational product. Courses might be conducted on or off campus; should be recognized across state boundaries.

Roehm, Maryanne E., "The Continuing Education Unit: A New Concept of Measurement" Journal of Nursing Administration, Vol. 4 (March-April 1974) pp.56-59

Reviews background and origin of CEU whose long range goals are to encourage continuing education as a way of personal professional development, and to provide a framework within which an individual can develop at his own pace. As in Indiana's Interim Statement on Continuing Education for Nurses, emphasizes the need for quality control through a legitimate sponsor, continuous guidance and wellplabbed courses. Indiana's plan calls for periodic review of course proposals by regional committees. A recommendation from the American Nurses Association calls for the exploration of the possibility of a central national data bank to record all CEU's awarded.

Schweer, Jean E.

"The Continuing Education Unit: Criteria and Mechanics and Implementation in Indiana," Journal of Continuing Education in Nursing, Vol. 5, No. 1 (January-February 1974) pp. 21-25.

The 1970 decade marks the Renaissance of Modern Nursing; proof of this is in contemporary concern for quality care for health consumers, adequate provision of quality continuing education programs that will eventually need to pass rigorous tests of accreditation standards, concern for the development of nurses from a humanistic viewpoint, the concern for licensure and the establishment of a universal record system. Author reviews the Indiana statewide plan for continuing education in nursing and the development of a plan for CEU's, with a consideration of advantages and disadvantages.

Talbot, Dorothy M. "Regional Action to Strengthen Continuing Education in Nursing," Journal of Continuing Education in Nursing, 5 (January-February 1974) 31-33.

Summary of the meeting of the Nursing Council, Southern Regional Educational Board held in Atlanta, October 31-November 2, 1973. Contributions of the panelists and new ideas discussed are summarized, many of them dealing with ceu's.

2. NEEDS ASSESSMENT

GENERAL

arbutlesco, Carolyn W. and Means, Robert P. Selected Bibliography on Continuing Education Need Assessment. Urbana: University of Illinois at Urbana-Champaign, Office for the Study of Continuing Professional Education, 1976.

This recent listing of studies of needs assessment in continuing education is subdivided under four headings: 1) definitions of educational needs assessment; 2) need assessment techniques/tools; 3) using need assessment in educational program development; 4) assessing needs of specific target populations--case studies of needs assessment.

Griffith, Dean E. "Methods for Determining the Real CES Needs in a Community," in Continuing Education Studies Directors Handbook ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington (D.C.): American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 67-68.

With the proviso that no questionnaire will substitute for firsthand, direct knowledge of the people in a community, ways of assessing the continuing education needs of a community are suggested, such as is obtained through personal interviews. Previous surveys are often good starting points, whether general or by professional associations. One should eliminate from any questionnaire questions for which you already have answers or for which the answers are obvious. Forming a committee to draw up a questionnaire is a good way to begin, selecting only those questions for which a majority vote is obtained. Results of questionnaires can be valuable for obtaining data for determining course offerings.

Knowles, Malcolm, "Model For Assessing Continuing Education Needs for a Profession," in Proceedings of the CLENE Assembly Chicago, Palmer House, 1976

Three assumptions of the author are first explained: 1) that professional education is concerned with developing competencies for performing roles--a concept which originated at the beginning of the century with Flexner but which only recently has taken hold not only of the medical, but of all professions; 2) that all professions must grapple with accelerated change to this extent that the only alternative to lifelong learning is obsolescence; 3) that adult education is essentially different from primary/secondary education in so far as adults, with their great need to be self-directing, are essentially unteachable. Following the author's reasoning, to develop professional competency as here defined one must have a role model to diagnose. Developing a course of studies in continuing professional education demands constructing a role by which to measure professional needs. It is assumed there will be common competencies required of all professionals although these may change. The task of educators is to ascertain the common competencies as well as the specialist competencies, while leaving room for an individual to develop his own idiosyncratic way of performing these. Educators must project not only what competencies are currently requisite to qualify for the role of a professional, but also what the core competencies will be in the future. Examples are cited of the way Westinghouse Electric Corporation developed a model for its general managers and the way in which individuals must conduct their own self-diagnosis and plan for self-development. The suggestion is that librarians could serve as learning consultants to adults engaged in continuing education.

Smith, David W. "Survey Development: An Introduction," in Proceedings of the MEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest March 17-28, 1975, ed. D. D. Foos (Baton Rouge, LSU Graduate School of Library Science and Southwestern Library Association, 1975) 68-72.

In view of the prevalence of surveys in our way of life today, an outline of survey planning and operations is presented with specific questions applicable to library operations cited as examples, plus a flow-chart of a survey operation. Five references.

Areas of library and information service which will see an increase in demand for ^{specialty} trained personnel are: community outreach personnel, media-personnel, computer personnel and management techniques including all of these new areas, but two-thirds of all openings will be caused by replacement needs rather than the expansion of the field. New library school graduates are likely to have a competitive advantage over experienced librarians seeking to reenter the labor force, and nearly all newly graduated librarians are likely to succeed in finding jobs. (p.50) These statistics have important implications for the directions of continuing education in library science.

Yager, Ed, "Assessment Centers: The Latest Fad?" Training and Development Journal 30 (January, 1976) 41-44.

The author, who (with Don Michalak) has been conducting a seminar on assessment techniques at the University of Michigan for some years, cautions against the easy establishment of an assessment center. Although 2,000 organizations are now involved in some form of assessment project, EEOC guidelines for promotion make the need for job evaluation and skills identification very clear. (Assessment techniques can also provide a valuable method of providing identification of individual development needs.) Author refers readers to several recent articles on the subject. Eight references.

2.2. FOR TYPE OF LIBRARY

Allen, Lawrence A. Continuing Education Needs of Special Librarians, New York Special Libraries Association, 1974. (SLA State of the Art Review No. 3)

This study sets out to: 1) review the literature; 2) identify the continuing education needs of special librarians; 3) make recommendations for research to fill in the gaps where more knowledge is necessary to establish an effective continuing education program. The review briefly reviews the library literature that appeared in the decade ca. 1962-1972; identifies the needs of special librarians in one and two-thirds pages; and makes some interesting recommendations to SLA.

Berk, Robert A., Continuing Education Needs of Health Sciences Librarians Based on the State of the Art. Newport, Oregon: Division of Medical Library Education, Medical Library Association, 1975

This survey of the literature pertaining to the health sciences covers the years 1970-1974, and follows the reviews of Peadrill and Bishop, discusses the future job training requirements for medical librarians and training suggestions. Areas reflecting a need for continuing education include: methodology, scientific communication, automation/computer applications, non-book materials, multi-media, administration/management and information retrieval systems such as MEDLARS II. Includes two tables predicting future job and training requirements for medical librarians and a 250-reference bibliography.

Chen, Ching-Chi, ed. An Investigation of the Continuing Education Needs of New England Health Sciences Librarians (Boston: School of Library Science, Simmons College, 1975) 17pp.

The large majority of New England health sciences librarians were shown by a recent survey as having had continuing education experience; a large majority also felt the need for further continuing education. Most of them preferred one day workshops in library administration and computer applications in libraries (e.g. MEDLINE); non professional concerns were concentrated in the areas of basic library skills. The survey indicated carefully coordinated continuing education programs are greatly needed and investigators sensed a general sense of frustration about the lack of coordination in continuing education efforts, the limitation in pertinent course offerings, the incompatibility of continuing education course contents to the needs, level of education, and background of participants; it was done as a class project under Dr. Ching-Chi Chen.

Dellart, Florence E. and Stutzman, Margaret. Computer-Based Humanities Reference Services and the University Library. Emporia: Kansas State Teachers College, Graduate Library School, 1971. 125pp. ED 069 317.

Two questions arise in regard to the computer-based humanities reference services: (1) What knowledge, abilities, and attitudes should the information specialist or librarian in the university library have in order to aid users in fully exploiting the innovative humanities information processes? and (2) To what extent to users in the university library require direct assistance in using the services? This study aimed to determine answers to these questions in regard to seven of these services. Implications for further study in four areas were derived from, or borne out, by this study: (1) in-service and continuing education programs for librarians, (2) library education, (3) needed research on humanities services, and (4) the role of the university library and librarians in regard to the services.

Dikeman, Robert K. "Needs Assessment for Special Librarians," in Proceedings of the NEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest March 17-28, 1975 ed. D. D. Foos (Baton Rouge, LSU Graduate School of Library Science and Southwestern Library Association, 1975) 39-41.

Altho continuing education programs have been a regular concomitant of SLA Conferences since 1968, these reach only a small percentage of special librarians; local SLA chapters, moreover, have insufficient financial and personnel resources to establish local continuing education programs. The agency best equipped to handle basic training programs, consequently, to upgrade library skills of practitioners appears to be the local/regional library school. Micrographics, computerized bibliographic data bases, and strong interpersonal skills are the currently critical areas for special librarians.

Ely, Donald P. Future Training for Service: A Report to the Library and Information Science Profession. Syracuse, New York: Syracuse University, Center for the Study of Information and Education, October 1974. 16pp. Paper presented at the Southwestern Library Association Biennial Conference, Galveston, Texas, October 15-18, 1974. ED 098 940.

Present thought on professional library and information science education for the future is largely focused on improvements and modifications of present programs. However, more radical changes must be made to prepare professionals to cope with future information needs. Course content, structure, and methods should be altered to deal with new and diversified information forms and techniques, and professionals will need continuing education on a regular basis to keep informed. The library and information professional of the future should not be characterized by conformity, timidity, and rigidity, but rather by originality, boldness, flexibility, and enthusiasm for new ideas.

Caver, Mary Virginia, "The REsponsibilities of Supervision," Catholic Library World 47 (1) (July-August, 1975) 12-14.

Librarians should be especially concerned to plan for and develop library and media services for all the children in all the schools under their jurisdiction as a matter of justice. Author cites ALA's Media Programs: District and School (1975), C. P. Bomar's Guide to DEvelopment of Educational Selection Centers (1973), and Ahler's Narrative Evaluation Report on the Institute for Training in Librarianship (1974), and stresses two functions of highest priority: 1) continuing education, a concept the author has stressed since her (ALA) presidential program in 1967; and 2) program evaluation stressing that it is not what resources you have, but what you do with them that counts, and that it should be from assessing what you have done that priorities for future activities are selected.

Kronick, David A., and Rees, Alan M. "An Investigation of the Educational Needs of Health Sciences Library Manpower. I. Definition of the Manpower Problem and Research Design." Bulletin of the Medical Library Association, 58 (January, 1970) 7-17.

Adequate planning for education in health science librarianship and accurate projection of future demands and needs necessitate much more knowledge of existing manpower in health science libraries. This paper, the first in a series, discusses the research methodology and the development of an inventory of the institution-program population upon which the survey is based. An analysis in terms of geographic location, type (educational, research, etc.), administrative control, and primary cognate area of these institutions is presented, and their distribution through the various Regional Medical Library areas is noted. Preliminary estimates are made, based on a questionnaire to the libraries on the size of the library population, their relationship to reporting programs or institutions, exclusive of the hospital population which is being covered in an independent survey. A questionnaire to library personnel is underway which will establish, along with the other questionnaires, a basis for exploring the relationships which exist between institutions or programs, libraries and manpower. Four references.

Kronick, David A., Rees, Alan M., and Rothenberg, Lesliebeth. "An Investigation of the Education Needs of Health Sciences Library Manpower: Part V: Manpower for Hospital Libraries." Bulletin of the Medical Library Association, 59 (July, 1972) 392-403.

The extent of library service and the character of the library staff of hospitals in the United States are reported from the results of a survey conducted by the American Hospital Association in 1968. These data supplement the data reported on the non-hospital institutional population to make up a composite picture of health sciences library manpower today. Only 2,918 hospitals (48.5 percent) out of a total of 6,018 surveyed reported the existence of a library of any kind, though some of the hospitals reported multiple libraries. For all of these libraries, only 2,872 individuals were reported under the rubric "librarians" and of these only 726 were reported as having the master's degree or better. Of the total staff almost half are non-salaried (volunteer or contributory) and almost half of the salaried staff are half time. It is obvious, therefore, that hospital libraries must be substantially strengthened if they are to fulfill their important function in the continuing education of their hospital staffs. Thirteen references.

Magrill, R. M. "Academic Librarians: Professional Development," Michigan Librarian, 41 (Fall, 1974) 9-11.

A questionnaire sent to directors of all academic libraries in Michigan in 1972 revealed interest especially in certain kinds of professional development activities: especially when concentrated in three days (a week at the most). Topics of greatest concern appeared to vary, depending on the size of the library staff and the type of institution served, but concerned especially the adjustment of library programs to new educational objectives, teaching techniques and styles of learning. Audio-visual librarianship, communications, contemporary library developments and library orientation were other popular topics.

Martin, Allie Beth, "A Strategy for Public Library Change," American Library Association and the Public Library Association, 1972. 84pp.

The critical condition of public libraries is cited as requiring a halt to "business as usual" in order to ascertain and to meet the real needs of library users today. Based on a series of interviews and ^{on} questionnaires sent to over three hundred libraries, this report studies the societal factors affecting the public library, examines the development of these libraries from 1950-1970, reports current strengths and weaknesses and makes recommendations for further study. On the immediate horizon, with the decline of the size of families and the rise of the median age is seen the need for continuing education for all Americans. The current growth in popularity of CLEP and the home study movement is a harbinger of further developments in continuing education. Library schools are generally viewed by most public librarians as doing a fair-to-poor job. Interviewees commented often on the need for continuing education especially in the areas of management and human/public relations. A consensus was noted that continuing education must rank high among the goals of public libraries in the coming years, and that public libraries will be called on to support not only the growth of individuals, but of institutions as well. The training and retraining of practitioners is seen as urgent, especially in the areas of decision making and in regard to attitudinal change (from passive to active). Among the resources for problem solving, planning and development in the future, this work, with its selected and annotated bibliography of nearly 180 articles/monographs, must surely rank as itself an important resource for growth in public library media and information services.

Mendiville, Miguel, "Staff Development and Evaluation: the OD Point of View" School Media Quarterly 3 (Summer 1975) 307-315.

Organization Development (OD) seeks to improve organizations through systematic long-range change efforts on an organization's atmosphere and its human and social processes. When OD is introduced into systems, referred to as clients, the process is called intervention. The intervention is usually conducted by an outsider called an OD practitioner. OD assumes Lewin's field theory, viz., that changes for better or worse will not occur in a system as long as restraining and driving forces in the immediate field of the system remain stabilized; they need to be broken by intervention. OD is interested in changing people's values and understanding in the direction of belief that participation in decisions promotes feelings of self-worth. It does this by engaging them in real experiences calling for reflection. Other assumptions and values are discussed: those related to immediate work groups. Staff development is related to task decisions. The observation of Schmuck and Miles is cited, that schools--to a greater extent than industrial organizations--suffer from ambiguity and diversity of goals, often leading to conflicting situations. Yet few library schools offer training in group dynamics and processes. Studies are available through ERIC and institute/workshop resources are available from the National Training Laboratories in Washington, D.C. and University Associates at La Jolla, California. Fifteen references and nine footnotes.

National Library of Medicine. National Library of Medicine Training Grant Program 1965-1971. Bethesda, Maryland: National Library of Medicine (DHEW), October 1971. 19pp.

In general, this program has made a significant impact on the field of biomedical librarianship and information sciences. The majority of employees now entering the field are products of these programs and are attaining high levels of professionalism. Their specialized training has provided new and improved skills. Programs for continuing education at all levels should receive high priority. The report suggests that a study be undertaken to define and describe all training programs for biomedical librarians and informational scientists provided by the federal government, state and local governments, and other institutions and facilities.

Proceedings of the NEA Title II-B Institute on Continuing Education
Program Planning for Library Staffs in the Southwest March 17-28, 1975
ed. D. D. Foos (Baton Rouge, LSU Graduate School of Library Science and
Southwestern Library Association, 1975) 42-46.

To counter the complaint too many graduates from schools of library science get their degree without developing a taste for continuing education, the reintroduction of some sort of internship as an integral part of an MLS program is suggested, together with a lengthening of the MLS program to at least two years, plus involvement in professional associations, institutes and travel. Funds for research and travel should be as available to librarians as they are to other faculty members.

Perritt, Patsy, H. "Continuing Education Staff Needs of School Librarians,"
Proceedings of the NEA Title II-B Institute on Continuing Education
Program Planning for Library Staff in the Southwest, March 17-28, 1975,
31-38.

Since first impressions are lasting ones, school libraries have a unique opportunity and responsibility to help form positive attitudes towards libraries and librarians in the minds of youth. The needs of school librarians are especially in the area of school current curriculum content and teaching, managements techniques and current issues.

Post, J.B., ed. Map Librarianship. Philadelphia: Drexel University,
Graduate School of Library Science, October 1973. 91pp. ED 096 995.

Designed as an aid to the beginning map librarian or map custodian, this series of articles describes the basic processes of working with such a library collection. An overview of map librarianship discusses salaries, continuing education, and professional associations in the field. Other articles explain procedures for selection and acquisition of materials for the map library, cataloging and classification, non-geographic methods of map arrangement and classification, preservation and maintenance of maps, systems for computer production of map catalogs, and the administration of map libraries. Each article provides citations for further reading.

Rothenberg, Lesliebeth, Rees, Alan M. and Kronick, David A.

"An Investigation of the Educational Needs of Health Sciences Library Manpower. II. Health-Related Institutions and Their Library Resources." Bulletin of the Medical Library Association, 58 (October, 1970), 510-520.

As part of an investigation of health sciences library manpower, the universe of health-related institutions and programs (excluding hospitals) was surveyed by postcard questionnaire to produce an inventory and description of libraries providing services to these institutions and programs. Seventy-six percent (5,215) of the institutions reported access to library resources, indicating usage of some 2,207 non-hospital libraries. Eighty percent (2,431) of the institutions reported that the library used was "within" their own institution; 20 percent (603) noted that the library was "outside" their institution. The distribution of health-related institutions and libraries is shown by Regional Medical Library districts, together with relevant census data. A classification of libraries, based on the degree of involvement of the libraries' facilities, resources and personnel in supplying services to health-related institutions, was developed. It is concluded that projections of manpower needs should take into account institutions and programs not at present possessing health sciences libraries as well as documented demand in existing health sciences libraries. Six references.

Rothenberg, Lesliebeth, Kronick, David A. and Rees, Alan M.

"An Investigation of the Educational Needs of Health Sciences Library Manpower: III. Manpower Supply and Demand in Health Sciences Libraries." Bulletin of the Medical Library Association, 59 (January, 1971) 21-30.

An investigation of the manpower requirements of health sciences and of educational programs appropriate to these manpower needs was begun in March 1968. To date, 4,727 libraries have been identified as being used by 14,000 health sciences institutions and programs. Of this total, 2,628 are hospital libraries; 1,328 are health sciences libraries and collections located outside of hospitals; and 771 are academic or public libraries. Within these libraries some 14,938 persons are directly involved, either full-or part-time, in the delivery of health sciences library services. Of the total work force, 5,861 persons are employed in hospital libraries and 9,077 are employed in health sciences libraries and collections. The ratio between professional and nonprofessional employees is 1:2; professional and nonprofessional status was assigned by the chief librarian. Survey data indicate a 7 percent manpower shortage in positions classified as professional, and a 3 percent shortage in positions classified as nonprofessional. Twelve references.

Schure, Alexander. From the Chair of the Presidency. Aspects of Library Technology the College Administrator Should Be Aware Of. Paper presented at the American Library Association Annual Conference, New York, July 9, 1974. 12pp. ED 094 739.

University Administrators must not fail to consider the increasingly sophisticated library technology when making administrative and budgetary decisions about college libraries. The declining traditional student enrollment combined with an expansion of continuing education means that the role of the central campus library must be reconsidered. The information explosion, the increased specialization, and the growth of user population have placed severe burdens on libraries. The introduction of new technology to libraries has met with problems and has been sometimes disappointing, and the long-range view of librarians tends to be that this new technology threatens their position. The systems and technologies most likely to have the greatest impact on libraries in the future are computers, microreproduction, broad band communication, video reproducers, and books and graphic devices.

Stith, Nancy W., Characteristics of Public Librarians and the Educational Needs of the Profession. (University of Denver, Denver, 1975)MS.

Allie Beth Martin, this study notes, complained of the unwillingness of librarians to change; Alice I Bryan (The Public Librarian, 1952) had cited the need of flexibility and adaptability in librarians. Also cited are Garrison and Asheim, in their call for more emphasis upon continuing education programs, and upon libraries themselves taking the responsibility for continuing education programs.

Swanson, Rowena Weiss and Johns, Claude J., Jr. "Some Highlight Findings of the ASIS Membership Survey," SIG/ED Newsletter, No. ED-76-1 (January 1976), 8-10.

The authors undertook the development of a membership survey in "an attempt to obtain more comprehensive data about the members of ASIS than had been obtained in prior surveys." Included in this information is data about the continuing education needs of ASIS members.

Bates, Marcia J. "Library and Information Services for Women, Homemakers, and Parents," in Library and Information Service Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic, and Other Groups in the United States. Washington, D. C.: U. S. Government Printing Office, 1974, pp. 129-141.

The library should be a clearinghouse of information on every sort of community resource. County Extension Offices would like to see people asking libraries the kind of questions extension offices usually receive. Yet fewer than 2 % of a group of respondents in a recent Baltimore survey identified the library as the best source of information in a critical incident need. Libraries having (but not administering) hot lines would help develop their image as information centers, provided they are also staffed with people skilled in finding, organizing and disseminating life information. Three tables on information needs of women, homemakers, and parents plus 19 references make it a valuable article.

Brodman, Estelle, "Service Objectives for the Biomedical Field," in Library and Information Service Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic, and Other Groups in the United States. Washington, D. C.: U. S. Government Printing Office, 1974, pp. 118-122.

Biomedicine has a far better network of library and information services than do most other professions, including law, yet to those in the field the services seem haphazard, not available at all to some who may need them, difficult and expensive to use, with gaps in coverage. Desirable service objectives include training mediators to provide data and information tailored to the medical needs of individuals and groups; more emphasis in library training on the subject of medicine itself; more stress in medical training upon the use of the new information services, a national lending service such as Great Britain has, provision of services at the point of impact of need, "detail men" in libraries bringing information to those who need it. Three tables on the biomedical community and its library and information needs, plus four references add to the utility of the article.

Cairns, Sr. Marie L. "Staff Survey Development by Type of Function: Children and Young People's Services." Proceedings of the HEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest March 17-28, 1975 ed. D. D. Foos (Baton Rouge, LSU Graduate School of Library Science and Southwestern Library Association, 1975) 47-50.

Following up Kerwin's suggestions on performing processes, sharing ideas, keeping current, etc., the author suggests individuals should take courses in psychology, supervisory methods, public relations, communications, and various forms of continuing education, stating that while national regional-state organizations have a responsibility to promote continuing education, the ultimate response rests with the individual, to take advantage of these opportunities.

Casey, Genevieve M., "Library and Information Needs of Aging Americans," in Library and Information Service Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic and other Groups in the United States. (Washington D. C. U. S. Government Printing Office, 1974) 162-170.

The aged (those 65 years of age and older) form 10% of our population. It is estimated that there will be 25 million aged Americans by 1985, and 28 million by the year 2000. Although the aged are faced with increasing pressures, economical and psychological, that threaten their survival, few of them perceive education as having any relevance to their needs. Libraries serve approximately only 2% of them, and even less of those who live alone; libraries admit they give service to the aging the lowest priority among the five age groups in the population, but that service to the aging should rank within the next five years on a par with that to children and young people. Special action needs to be taken to overcome physical barriers (difficulty of access) to library buildings) and transportation problems. The aged should be involved in planning library services, have coping services made available to them, read materials presenting aging in a more positive manner, congregate in libraries with others their own age and with younger people in programs designed for cultural enrichment and lifetime learning, have materials delivered to their homes when unable to leave them. Public and state libraries should appoint staff responsible for coordinating services to the aged the federal government should provide funds for program development, professional training and research on the library and information needs of the aging, and library associations should give greater prominence to service to the aging in programming and reporting.

"Developments, Trends and Useful Publications in the Field of Continuing Education," CLENExchange 1, 2 (December 1975), 5-7.

A new report, Adult Functional Competency, is summarized. In the report "functional competence" is defined as the ability to cope with day-to-day problems; nearly one-third of the adult population of the United States is found to function in some areas only with difficulty and one out of five adults is not able, or is able only with difficulty to function in regard to a job. Areas of adult functional competency are described, all indicating the need for some form of continuing education in order to be adequately developed. Also reviewed are the CES Directors Handbook (American Society for Engineering, 1975), Cyril Houle's study of "The Changing Goals of Education in the Perspective of Lifelong Learning," in the International Review of Education, and Alan Knox's study, "Higher Education and Lifelong Learning," in the Journal of Research and Development in Education.

Downey, B. F. "Library and Information Service Needs of Labor,"
in Library and Information Service Needs of the Nation: Proceedings
of a Conference on the Needs of Occupational, Ethnic and other Groups
in the United States. Washington, D. C.: U. S. Government Printing
Office, 1974, pp.105-110.

It is the thesis of this paper that library and information services to labor are integral elements of the labor education process. Unionists need information on: 1) collective bargaining; 2) labor and trade union principles and practices; 3) economic and social problems as they affect the interests of labor; and 4) lifelong education programs. Librarians often complain that labor groups are very difficult to work with, and library services to labor have declined since the mid 1960's, except when joined with a university/college labor education program. Filling the unmet needs of labor will then require an outreach effort and: 1) joint planning by labor and libraries of library and information services; 2) development of a national network of labor information service; 3) coordination of all labor library and information services; 4) well chosen staff; 5) a wide range of labor-related audio-visual materials. A table of library and information services to labor and six references are included.

Farrell, Diane G., "Library and Information Needs of Young Children,"
Library and Information Service Needs of the Nation: Proceedings
of a Conference on the Needs of Occupational, Ethnic, and
other Groups in the United States. Washington D. C.: U. S.
Government Printing Office, 1974, pp. 142-154.

In view of the White House Conference's charge of the "vast neglect of children" in America, the needs of children for physical, emotional, and mental stimulation are considered. Recommended objectives for library and information service for young children are: rethinking and restructuring traditional patterns of library and information services to children; broadening selection policies to include greater variety of media and materials; especially those that will stimulate emotional and cognitive growth in children; access to such materials for children and for adults concerned with children; complete integration of materials and services for handicapped exceptional children into existing library and information programs; appropriate environments in which young children can use these materials; inservice training for staff in human development, child psychology; workshops and classes for parents in "how to" techniques for child rearing. These would require substantial increases in budgeting for children, instead of the usual 10-14% now usual; since children account for 50-70% of the circulation of most public libraries. Details strategies for filling unmet children's needs. Two tables on the major areas of information needs of young children and 29 references make this a very valuable article.

Frist, Robert J. and Dunbar, John O., "Library and Information Science for Agriculture," in Library and Information Service Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic, and other Groups in the United States. (Washington, D.C.: U.S. Government Printing Office, 1974), 87-96.

Commercial farmers, who account for 98% of all farm sales, have need of a complex array of information that information networks between national, state and local libraries could provide. Part-time farmers would profit from cooperation between local extension offices and local public libraries. Low-income farmers need out-reach programs, such as those successfully conducted by the Cooperative Extension Service on food and nutrition, and also bookmobiles manned by volunteers and/or paid paraprofessionals. The success of cooperative extension programs among migrant families in Indiana suggests such projects could succeed elsewhere. Agricultural businessmen also would benefit by new information services, as would agricultural scientists, home gardeners, and horticulturalists. Eight references.

Fontenette, Edward J. "Precedence for Continuing Education for Black Librarians and Librarians Serving a Black Clientele: The Atlanta University School of Library Science Experience." Proceedings of the NEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest March 17-28, 1975 ed. D. D. Foos (Baton Rouge: LSU Graduate School of Library Science and Southwestern Library Association, 1975) 34-64.

Illuminating insights into the situation of black librarians in the south from the Library Conference in Atlanta, 1941, to the present, from the early Field Service programs and black internships to present needs assessments. Includes a questionnaire for institute participants and sample courses treating blacks.

Koughan, W. P. and Timour, John A., "Are Hospitals Libraries Meeting Physicians' Information Needs?" Special Libraries 64 (6/6) (May/June, 1973) 222-227.

Survey of physicians conducted among 299 Connecticut physicians by the Connecticut Regional Medical Program reveals that half of their continuing education activities were dedicated to reading, preferably in a hospital library, a third of their time in group discussions, usually also in a local hospital. The great majority of physicians (91/87%) prefer continuing medical education programs in the hospitals to which they admit patients. The conclusion is that hospitals should become learning centers for the health professionals they serve and that hospital libraries can/should contribute to this education by developing intowell attended and equipped multi-media learning resources centers. Five tables give statistical bases for these observations.

As a result of the conference on the adult independent learner held at Syracuse University in October, 1973, this comprehensive statement on the relationship of libraries to adult learners was developed. Adult learners are recognized as being the special responsibility of the public library. Libraries were urged to assess their resources and to develop methods to share staff skills with adult learners. New York state's effort is seen against a similar effort developing in a dozen cities throughout the nation to provide learner's advisory services, assistance in educational planning, reading guidance, referral service and clearinghouse information on educational opportunities. A task force issued a call for each library to develop its philosophy of service to the independent learner; and to become fully informed on the range of available community resources. Each library should devote some effort to measuring and evaluating current levels of service to assess the direction of needed changes. Goals and objectives are suggested, and first steps on the statewide and local levels, as well as steps for broader implementation in regional training programs and resource development. The desirability of state/national data banks is stated together with various possible library programs. Public library services should involve three major facets: individual assistance; group activities; and liaison with all types of community organizations as well as with other state library agencies.

Nieball, Mary Roy. "Needs Assessments: Characteristics: The American Indian Culture," Proceedings of the NEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest March 17-28 ed. Donald D. Foos, (Baton Rouge, LSU Graduate School of Library Science and Southwestern Library Association, 1975) 141-155.

The purpose of this presentation was to assess the characteristics and needs of program planning for American Indians in the Southwest and to develop among the participants an awareness of a new breed of American Indian, the better to understand the unique problems of library service to the American Indian community. A documented survey of contemporary social problems and cultural traditions precedes concrete suggestions as to what librarians can/should do in serving the Indian community (p.148) with general guidelines for book selection and specific examples of literature on Indians acceptable from the Indian viewpoint. Concrete suggestions include 1) making intensive efforts to recruit more Indians for librarianship; 2) conducting special library science programs for Indians serving the Indian community; 3) expanding continuing education and inservice training institutes and workshops on library service to Indians. As bases for goals to meet the informational needs of American Indians, library service is cited as a function of education, a treaty right of the American Indians.

Paisley, William, "Library and Information Needs of Scientists and Technologists" in Library and Information Service Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic, and other Groups in the United States (Washington, D. C.: U. S. Government Printing Office, 1974) 78-86.

Scientists are the most voracious users of information services, yet for the 313,000 scientists in this country, information needs must be processed differently, according to their: 1) fields, and 2) rank (senior or junior researcher); 3) centrality to the state of the art; 4) setting (government, university, profit, non-profit organization); 5) research area; 6) research phase. But whatever their differences, all need information of whatever type (nine types are distinguished) to explore, to decide, and to confirm their research. If there is a failure to meet this need, it is on the intellectual side of scientific information, not the transmission side. Sixteen references.

Parker, Edwin B. "Information and Society," Library and Information Service Needs of a Nation: Proceedings of a Conference on the Need of Occupational Ethnic and other Groups in the United States (Washington D. C.: U. S. Government Printing Office, 1974) 9-50.

The information needs of people in the U. S. are likely to be influenced by social trends, economic trends and by developments in information technology. Technological changes should permit a lower unit cost of access to information. Social demands for more individualized information and education services may lead to a major resurgence of libraries. Economic trends in various segments of American society and a recent U. S. Congressional report suggests investment in an expanded communication infrastructure as a key to U. S. economic growth. Despite the "book image" of libraries and its tendency to prevent viewing libraries as a community resource for information, education and entertainment, interlibrary networks in 1975-1980 will continue to expand and to include experimentation with two-way connections of libraries with homes. Social trends call for making communications of all kinds more and more available. Equality of access to educational opportunity, life-long learning and more diversity in curriculum content is the rising demand. Scientists are being directed toward seeking solution to domestic problems. Libraries are being called on to deliver: 1) expanded video and audio services; 2) more information for the "information poor"; 3) switching centers and referral services; 4) greater access to information about government policies; 5) a national service to local libraries for national bibliographic information. 30 references.

Slate, Ted "Information Needs of the Business Community," in Library and Information Service Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic, and other Groups in the United States. (Washington, D. C. U.S. Government Printing Office, 1974) 97-104.

There is a growing recognition in the business community today for information on international political and economic developments, available only from current, complete and in-depth library collections. The business world needs librarians well versed in business and management, yet the 1972 Directory of the Association of American Library Schools showed only three library schools in the U.S. offering a course devoted solely to the sources of business information, and future prognosis indicates that there may be even less service coming from public and university libraries. Special libraries are needed to meet the need of the business world, plus the development of regional networks tied together by telex, CRT terminals, relaying business information, as suggested by the National Commission on Libraries and Information Services. Nine references.

Smith, F. Vinton, Keng, Hsiu-Yun, and Lane, C. Terry, "Library and Information Needs of the Mentally and Physically Handicapped," in Library and Information Service Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic and other Groups in the United States. (Washington, D. C. U. S. Government Printing Office, 1974) 209- 222.

6.5 million mentally retarded people in the United States, and approximately 8 million physically handicapped persons require specially adapted library and information services. 12 million of these are currently deprived of library and information services. Public Law 91-345, section 2 states that library and information services are essential to meet the needs of the people of the United States and to achieve our national goals, and states the Federal Government will cooperate with State and local governments to assure optimum provision of such services. As persons with equal rights, physically or mentally handicapped persons need particular attention and services. Talking books, from the U. S. Library of Congress (1934), educational, recreational, programs and materials such as color and sound filmstrips and puppet shows or realia, are examples. Librarians in this field must be totally user-oriented and knowledgeable in the area of social services, especially with survival information. Library services should be made available to these persons whether they live in institutions or in homes. Funding for them should at least equal those allotted to schools in accordance with ASSL and NEA standards for school media programs and ALA standards for public libraries. A nationwide survey conducted by the Wisconsin State Department of Public Instruction found the ratio of library staff workers in state supported institutions for the handicapped far below the ALA and NEA standards for school media programs. Whitten Village in South Carolina is cited as an example of what can be done to effectively accommodate library services to the handicapped. General principles of importance in serving the needs of the handicapped include giving them full adult privileges, never patronizing them, increasing their capacity for decisionmaking, helping them to expand their interests for the effective use of their leisure time, and above all granting them public acceptance. Tables and eleven references.

Smith, Robert M. ed. and others. Handbook of Adult Education.
Adult Education Association, 1970. ED 049 399.

The 1970 edition of this handbook is an attempt to reflect the totality of adult education--its background, function, objectives, and roles--as a discipline and in American society. It is divided into three parts. Part I discusses forms, functions, and the future of adult education--social setting and International dimension for adult education, program development and evaluation, information resources and services, technology, research and theory, philosophical consideration and adult educators. Part II contains papers on institutional forms and arrangements in adult education--colleges and universities, public schools, libraries and museums, cooperative extension service, armed forces, labor unions, business and industry, health and welfare agencies, religious institutions. The third part outlines program areas--curriculum and content, adult basic education, education for the family, social and public responsibilities, vocational and technical education, continuing and self fulfillment education. Three appendixes present a directory of participating organizations of the Committee of Adult Education Organizations, information sources in adult education, and the contents of past handbooks.

Trejo, Arnulfo D. "Chicano Library Needs," Proceedings of the HEA Title II-B-Institute on Continuing Education Program Planning for Library Staffs in the Southwest March 17-28, 1975.
ed. Donald D. Foos, (Baton Rouge, LSU Graduate School of Library Science and Southwestern Library Association, 1975) 73-79.

Approximately twenty-six million people, 18% of the U.S. population, suffer from the disadvantage of poverty, yet 66% of our libraries, according to the 1969 ALA survey, have no library programs for them, and Chicanos are more often overlooked than are other poor people. The author cites the need for library schools to develop and implement a curriculum including the study of all the various ethnic cultural traditions in our country.

2.4. OTHER FIELDS

Berger, Curtis J. and Barnett, Michael H. "R/ for Continuing Education: Lawyer, Examine Thyself!" American Bar Association Journal, 59 (August, 1973), 877-879.

Lawyers might well consider the example of physicians who submit voluntarily to examinations in high numbers. Medical Knowledge Self-Assessment began in 1968, and has spurred about 14 specialist groups to develop their own self-examining procedures, procedures which are self-supporting. Doctors find these are learning experiences as well as they are indications of the areas in which they should seek remedial study. Despite the resistance of some lawyers to the appropriateness of the analogy between medicine and law, specialists increasingly dominate both fields at a growing rate and specialists are highly receptive to voluntary testing. A poll of 1000 Columbia Law School graduates found 70% of more than 200 respondents had specialized in one or more fields and 74% of these expressed willingness to be tested.

Dietrich, Betty J. "Staff Development Through Regional Medical Programs," Journal of Nursing Administration, Vol. I (March-April, 1971) pp. 14-19.

Nursing would do well to switch its focus, for a time, from emphasis on new knowledge and skills to that of studying the problems of patient care. The current crisis in health care indicates the need for identifying new and more relevant roles for nurses, and for changes in the system for nursing care. Nursing cannot change its role independently of the rest of the health team, however. Staff in hospitals, the author suggests, might apply the new concepts of Regional Medical Programs as one means of developing programs to improve patient care. Once the program is defined, nurses need to develop staff development programs based upon the following questions: What do nurses need to know to be able to carry out their part of this new plan to improve care? How does their role change in relation to others? What do we need to do to bring about this change? Nursing staff development activities are based on the answers to these questions.

Lloyd, Arthur. A Pilot Study Concerning the Continuing Education Needs of the State of Idaho--Including a Survey of the Continuing Education Needs of Idaho's Classroom Teachers. Boise: Idaho State Department of Education, 1968. ED 083 204.

Some of the basic general assumptions of this study of Idaho classroom teachers are: that continuing education should fulfil the need for an enlightened electorate, that it includes all forms of supplementary lifelong education. Latter part of the report includes: correspondence with neighboring states and studies conducted by other states concerning continuing education, a one-day conference of Idaho continuing education personnel, survey of continuing education needs of Idaho's classroom teachers and recommendations.

Papell, C. P. "Sensitivity Training: Relevance for Social Work Education." Journal of Education for Social Work 8:42-55 (1972).

Schweer, Jean E. "Critical Issues in Continuing Education in Nursing: Determining Needs and Priorities." Journal of Continuing Education in Nursing 2 (July-August, 1971), 14-20.

The forces influencing current and projected planning for continuing education in nursing are considered one by one, determining the ten critical issues and suggesting nine factors for further study. Eight references.

3. RESOURCES

3.1. COURSE AND STUDY MATERIALS, AND BIBLIOGRAPHIES

Becker, Joseph and Pulsifer, Josephine S. Application of Computer Technology to Library Processes; A Syllabus. Washington, D.C.: Catholic University of America, Department of Library Science, 1973. 182pp.

A course was developed as part of the Catholic University of America's Continuing Library Education Project, which was designed to provide present or future library administrators with an understanding of the issues and techniques involved in library automation. The course also can be used by individuals or study groups analyzing the feasibility of automation of their library processes or who are in the process of automating. The course is divided into eight units of study; each unit consists of an introduction, statements of purpose and student behavioral objectives, detailed outline, syllabus and list of references. A general bibliography of basic sources of information and additional references completes this document.

Butterfield, M. B. "Project LOEX (Library Orientation-Instruction Exchange) and Continuing Education," Michigan Librarian 41 (Fall, 1974) 11-12.

A clearinghouse for information and materials related to library orientation and instruction at Eastern Michigan University in 1972 has as its objectives: 1) facilitating communication among academic libraries with orientation and instruction programs; 2) assisting libraries in developing such programs; aiding librarians in their research endeavors and in furthering their professional education in an informal way. LOEX has 220 member libraries in the U.S. and Canada, and a newsletter, LOEX News.

Colley, D.I. "Cooperative Schemes for In-Service Training," ASLIB Proceedings 22 (1970), 276-281.

Various kinds of managers are described exemplifying the theories of McGregor, with Theory Y exemplified by the 9:9 manager who sees in people a need for involvement and commitment, who realizes that organizations exist to satisfy human needs--and that these needs are not exclusively those of the shareholders or of management, or of the workers or customers, but of all of these in common. The 9:9 manager is not content to train solely for increased efficiency (production), but strives to tap the greatest resource at his disposal, the potential of individual men and women in his work force. His training program is designed to release this potential.

Cramer, Anne. Printed Materials: Selection and Acquisition. Hospital Library Handbooks No. 3. Salt Lake City, Utah: Intermountain Regional Medical Program, Network for Continuing Education, August 1972. 63pp. ED 072 834.

Regardless of the size of the hospital, the librarian must acquire information for staff members by whatever means possible. Whether librarians are purchasing or borrowing, they will need to know what types of materials are available (indexes, abstracts, texts, journals, reference books, etc.) and what kind of knowledge each type of material will provide. This handbook is mainly concerned with instruction for selecting and purchasing library materials. However, effective service through interlibrary loans requires just as much knowledge of basic bibliography.

Garver, E.F. "Continuing Education Programs," Michigan Librarian, 41 (Fall, 1974) 9-11.

An outline of continuing education projects in media available in Michigan: video-tapes; inservice training programs; cassettes, tapes, slides and 8 mm. films.

Goodman, Charles H., and Elizabeth W. Stone. Human Resources in the Library System. Course 2, Leader's Handbook. Part I: Designs for Learning. Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. Washington, D.C.: Catholic University of America, September 1971. 291pp. ED 111 415.

A leader's handbook is presented for a course designed for the continuing education of professional librarians at the level of middle or upper management who find that they need understanding about human resources in the library system beyond that acquired on the job or in previous library education. The course has four units: 1) Management: A systems Perspective and Approach; 2) The Worker-Human Being/Personality; 3) Work, Management, and the Worker; 4) Developing the Library's Human Resources: Managerial Strategies. Also see ED 088 501. ED 107 204-206, ED 111 416, ED 111 417, ED 111 418.

Ledgerwood, L.W. "Pilot Survey of Programmed Instruction Materials Being Used by Industry," in Continuing Education Studies Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington (D.C.): American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 205-220.

A pilot survey of 25 industrial organizations utilizing engineering and technology shows 13 of these use a total of 442 commercially available programmed courses for individual study. These courses are listed, together with addresses from which they are available.

Michael, Mary Ellen, Continuing Professional Education in Librarianship and Other Fields: A Classified and Annotated Bibliography, 1965-1974. (Garland Reference Library of the Humanities Vol. 16) New York: Garland, 1975 211pp.

Four hundred and forty-nine items on continuing professional education in librarianship and related fields are contained in this bibliography. Each is annotated and all are indexed according to author. Part One deals with documents, monographs, articles and reports published in the United States, and Part Two items relating to other countries. Each of these parts is subdivided into two sections, with the theory and philosophy of continuing professional education in the first section, selected examples of in-service training in the second, with representative examples of continuing professional education in other fields in the third section. The bibliography makes no attempt however to separate research, bibliographies, theoretical formulation and practice, and indicates that many of the library in-service training programs suffer from isolation and lack of follow-up, one of the weaknesses of continuing education in library and information science that the network proposed by the National Commission would hopefully remedy.

Michael, Mary Ellen and Palmini, Cathleen. A Selected Bibliography on Continuing Education 1965 to Date. Urbana: Illinois University, Library Research Center, May 1973. 41pp. ED 095 919.

Books, ERIC documents, and journal articles pertaining to professional continuing education are abstracted to provide resources for the planning of continuing education in librarianship. The listing is divided into three sections: some recent studies and bibliographies on continuing education in other professions, a selective list of materials pertaining to state and national planning, and materials of value in planning a statewide workshop on continuing education in librarianship.

Stone, Elizabeth W. Continuing Library Education As Viewed in relation to Other Continuing Professional Education Movements. Washington, D.C.: American Society for Information Science, 1974.

This resource book reviews the present status of continuing library education in its major aspects, relating each aspect to other continuing professional education movements and highlighting the roles of relevant professional groups in their interface with each other and with individual professionals. It includes also sources which deal with the nature and modes of adult learning on the score that research in this field has shown that education for adults needs to be more carefully tailored to suit their needs. The author has assembled 900 carefully annotated items, representative of leading contemporary currents of thought in regard to continuing education in other professions, with the conviction that new insights are available to librarians, media and information specialists from the advances made in regard to continuing education in all these fields.

Eight figures, two tables and eleven appendices serve to illustrate copiously throughout the leading factors and typical structures of various systems and techniques of continuing education, such as the CIPP model and the LAD Micro workshop on Staff Development. The author draws copiously from the leading ideas of outstanding professional adult educators such as Houle and Knowles as a host of others to illustrate the basic principles of continuing education assumed throughout this study and crystallized in personalized criteria. Shown also is the need for sophisticated analyses of institutional and personal needs in order to develop operational goals which are both observable and objectively measurable. Drawing upon various landmark statements of several National Commissions, various forms of recognition in various professional associations are considered together with many other suggestions for improving the quality and quantity of continuing education. The roles of professional associations, of library management, and of academic institutions in continuing library education are considered and detailed suggestions made based upon the latest research done in these areas throughout the nation.

In conclusion, it becomes clear that what is needed is a nationwide coordinating structure which will articulate and reinforce existing personal, local, state, regional and national education resources so as to provide equal, coordinated educational opportunities throughout the country for librarians, media and information specialists. Such a partnership of all relevant groups will provide learning resources which none can provide alone, and will require a structure that will provide for continuity of policy, planning, coordination, administration, evaluation, and the development of a distribution system that will make a reality of the concept of a nationwide university without walls.

This book is an indispensable companion to the final report of Stone, Patrick and Conroy on Continuing Library and Information Science Education.

ED161662 IM001512

About Libraries: A Catalog of Non-Book Materials About Libraries and Librarianship. Revised Edition. Bulletin No. 5249.

Fretheway, Willeen, Comp.: And Others

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Publ. Date: Dec 74 Note: 19p.

Price MF-30.76 HC-\$1.58 PLUS POSTAGE

Descriptors: *Audiovisual Aids/ *Catalogs/ Films/ Filmstrips/ *Library Education/ Library Instruction/ *Library Science/ Selection/ Phonograph Records/ Phonotape Recordings/ Slides/ *Transparencies/ Video Tape Recordings

"About Libraries" is an annotated list of nonbook materials available from the Reference and Loan Library of the Wisconsin State Department of Public Instruction. Some of the materials are aids in learning about libraries: library skills, library concepts, library functions. Other materials contribute to the general store of information of interest to the librarian as tools for use in professional development and continuing education. The listing is arranged by media format: cassettes and audio tapes, phonograph records, transparencies, slides, filmstrips, videotapes, and 16mm films, from both current and archival collections. (Author/SL)

Warneke, Ruth, Analyzing Your Community: Basis for Building Library Service (Illinois State Library and Illinois Library Association, 1974)

Detailed guideline for conducting a study of a library's community, what kinds of questions a board of directors should ask themselves, considerations for determining priorities. Ways to involve citizens in the study, outlining a procedure, and forming a planning group are also considered. Study methods, ways to organize information gathered, and to interpret the data are also carefully suggested. Ways to keep the public informed, to select people to make the study, and to put the study to work are suggested. A Readiness checklist and references complete this very valuable work.

3.2. DIRECTORIES AND LISTINGS

CLENE, Continuing Education Courses and Programs for Library, Information and Media Personnel (Directory), Washington, D.C.: CLENE, 1976. 216pp.

This first listing of continuing education opportunities for library, information and media personnel in the United States is the response of CLENE to the loud and clear expression of a need for such a service. Included in this first issue are 178 programs offered by 51 institutions and organizations. As a service to all library personnel concerned enough about their continuing competence to seek out courses or institutes suited to their goals and needs, the Directory presents courses/institutes/workshops according to subject category and geographical locations. Specific searches also can be made of the data base as to the times of courses, the modes, sponsors, or leaders. Included in the Directory are such data as costs, target audiences of specific courses, levels of difficulty, entrance requirements (if any), methods used in conducting the courses, types of credit/recognition available in a specific course, methods of evaluation, stated objectives, etc. Five analytical tables and three appendices provide various alternative avenues of access to the contents of the Directory.

Dickson, L.E. "American Library Education for South African Librarians," South African Libraries 41 (October, 1973), 77-81.

The courses and resources of the library schools of the United States are suggested in this article as a means of continuing education for South African librarians. Requirements for entry into these schools are listed and some differences of American from South African programs noted. The School of Library Science of Case Western University is cited as an exceptional example offering several programs in information science and library automation designed for international application. Thirty-four references.

Continuations: Opportunities for Library Staff and Trustee Development
Springfield: Illinois State Library, twice monthly.

Calendar of events listing activities available for continuing education in library, media and information science, and contacts.

Continuing Education in Librarianship Newsletter. Lexington, Ky:
University of Kentucky, College of Library Science.

Regional opportunities in library, media and information services listed and circulated to ca. 2500 readers.

MLA News: Chicago: Medical Library Association, monthly.

Continuing medical education opportunities available throughout the country are described and listed.

"National Repository of Data About Continuing Education Programs for Library, Information, and Media Personnel Established by CLENE" CLENEExchange 1, 2 (December, 1975) 1-3.

With funding provided by ten state agencies a data base on continuing education in library and information science has been established at the CLENE office, in which those seeking courses in various aspects of library and information science can obtain assistance. The major mode of information will be a directory, presenting courses by subject category and geographical location. Specific searches will be possible by mode, time, sponsor and leader of courses. Other information available will include costs, target audience, level of difficulty, entrance requirements, methods used, type of credit/recognition, evaluation of courses, and objectives. All these data will be on-line at the CLENE Office in Washington.

Ricci, Clara. Resources for Continuing Education in Health Care.
Ed. G. Clyde Dodder. Cambridge, Mass.: Radcliffe Programs
in Health Care, Radcliffe College, 1976. Vol. 1.

The purpose of this book is to provide health administrators with information regarding continuing education resources in the field of health planning, policy, regulation, and management, i.e. to encourage broader participation in already existing continuing education programs. A secondary goal of the Radcliffe programs is to encourage additional health care and educational institutions to initiate continuing education efforts in health management--especially in those areas of the country where few courses currently exist. From 3,800 institutions offering continuing education courses in health care, 250 concerned with health care management, policy, planning and regulation. After some preliminary considerations regarding CEU's and CERPs, these courses in health care management are grouped by regions with a description of each course offered in an institution, its aims and objectives, target audience, costs, and forms of credit/recognition, etc.

Simpson, Donald B. The State Library Agencies. Chicago:
Association of State Library Agencies, 1975.

The name and place of each state library agency in the state government organization is given together with their powers and the duties of the state library agency, the purpose and scope of its responsibility, organizational structure, personnel, key staff (major functional categories of the administration, of library services and of development). Major emphases in library development, notable activities underway, other special projects and services, sources of funds and the budget for 1975 plus the projected budget for 1975-1976 are also included.

The State Postsecondary Education Profiles Handbook. Denver:
Education Commission of the States, forthcoming.

A handbook which will be updated annually and include basic reference on state-level organization of higher education, basic statistics of higher education, reports of studies and data collections and analyses prepared by each state. Format will be extended to cover all of postsecondary education in the future but initially will be limited to the public and private sectors of higher education. The scope of the handbook will include information and data gathered from the State Higher Education Executive Officers agencies as well as statewide and nationwide data bases, and will consist of three primary sections that describe each of the 50 states in the following ways: 1) A description of the organizational structure of postsecondary education and the functions of the statewide coordinating and/or governing agency. 2) A compilation of basic descriptive statistics and impact indicators describing the general condition of postsecondary education. 3) An inventory of publications and research studies currently underway or recently completed.

Update: Higher Education Services Denver: Education Commission
of the States. Bimonthly (September-October, 1975--)

Ongoing reports on the activities of ECS in
postsecondary education.

3.3. INSTRUCTIONAL METHODOLOGY AND USE OF TECHNOLOGY

ED084777 RM011525

ASPEN NOTEBOOK: CABLE AND CONTINUING EDUCATION.

Adler Richard; Baer, Walter S.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Spons Agency--John and Mary P. Markle Foundation, New York, N.Y.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 73 Note-193p.; Praeger Special Studies in U.S. Economic, Social and Political Issues

Available from--Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$3.95 paperback)

Document Not Available from EDRS.

Descriptors--*Adult Education/ *Cable Television/ Conference Reports/ *Educational Television/ *Equal Education/ *Instructional Television/ State of the Art Reviews

Identifiers--Aspen/ Aspen Workshop Conference Cable/ Aspen Workshop on Uses of the Cable/ CATV/ Colorado/ Continuing Education/ Gibbons (James)

This is the first of a planned series of Aspen Notebooks on cable television (CATV). Part I reports on research conducted by the Aspen Workshop on Uses of the Cable. It describes the status of continuing education and the history of educational television and explores the prospects created by cable's development for extending access to continuing education. Also discussed are problems which require resolution if such enterprises are to succeed. Each chapter is followed by remarks from participants in the Aspen Workshop Conference on the Cable and Continuing Education, held in March 1973 at Aspen, Colorado. A final chapter summarizes proposals from that conference and offers recommendations for local and national initiatives for using cable in continuing education. Part II contains source and reference materials for the subjects discussed in Part I. It presents descriptions of three television-supported educational programs—one well-established, one new and one hypothetical—and offers an explanation by James Gibbons of the criteria for successful educational uses of television. Also included are abstracts of related reports, a brief glossary of terms and an annotated bibliography. (PB)

Bivens, Judith K. "A Philosophy of Adult Education for the Blind," Adult Leadership 21 (May, 1972), 34-35.

The limitations which blindness imposes on learning experiences needs to be carefully considered by adult educators, so that no attempts are made to appeal to visual imagery; rather, efforts should be made to develop experiences which involve tactual experience and auditory stimuli: relief maps, talking books, tape recorders, and actual tactile observation of concrete objects. The main task is to maximize blind people's ability to go to those data in the environment which do not come to them (helping them realize, at the same time, to what extent their learning experiences are limited by their own limitations).

Biedenbach, Joseph M. "Task Force Report--Use of Instructional Technology in CES" in CES Directors Handbook ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington D. C. American Society for Engineering Education Continuing Engineering Studies Division, 1975, pp. 195-203.

The objective of this report is to summarize the uses of instructional technology in continuing engineering education. Instructional technology techniques are not being used very extensively in continuing engineering studies activities. So it offers a list of organizations, existing educational delivery systems, magazines, periodicals and journals that may be of interest to CES participants.

Grabowski, Stanley M. "Tole of the Computer in Adult Education,"
21 Adult Leadership 21 (November 1972) 178-179.

Although computer-assisted instruction (CAI) provides certain advantages in learning, especially as a time-saver, a study at North Carolina State University shows that, in its conventional forms, adult basic education participants found the complexities of computer assisted instruction programs difficult to master and prone to produce anxiety. A list of 12 articles on the use of computers in adult education is appended.

Kenyon, Richard A. "Challenge to the University Administrator in Conducting CES Programs Off-Campus/In Plant to an Industrial Audience," in CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 57-62.

To effectively understand the prospective students drawn from industry, the author indicates important areas of difference: greater perceptiveness and ability to articulate his/her needs; greater responsibility in doing assigned work. There is greater need consequently for the professor to seriously utilize student evaluations in developing courses. There is need to remember the competition is fierce: companies are running their own training programs, and universities, to remain viable, need to compete in an ever-toughening market. Courses need to be more carefully packaged. Classes do better when fewer, more intense and concentrated. To counterbalance (unavoidable) student absences, redundancy has to be built into the program, more extensive class notes and/or workbooks need to be developed, so that students can keep up with a class on their own. The advantages of videotaping classes are listed: the possibility of reviewing, leaving the professor freer to conduct discussion in more places, stimulating faculty performance, etc. Two local TV stations on the campus made it possible for the Rochester Institute of Technology to develop such a system economically. Samples of RIT materials to develop the program follow.

Kriegel, Monroe "Application of Technology in Continuing Education," Engineering Education, 63 (1973) 425-456.

Four major university instructional TV networks are in operation today: the GENESYS system in Florida, the TAGER operation in north Texas, the Stanford system in California, and the Higher Education Televised Instruction Network Ssystem in Oklahoma. Each of these is explained with reference to their use in classroom instruction. Second to live television is videotape, and there are three universities offering extensive programs off campus through this means: Iowa State, Colorado State and the University of Colorado. The video-cassette is another means, and the various types by different companies are described. The Electrowriter or "Blackboard by Wire" had these attractive advantages: it provides a highly efficient means of information transfer; it allows for immediate feedback; it saves wear and tear of trips for instructors to remote classes; it is relatively inexpensive. Significant evidence exists that it is possible to teach as effectively by Electrowriter as in a live face-to-face classroom situation, particularly if the professor provides handout material or transparencies which can be sent ahead by mail. Audio-cassettes, telephone conferences, cable television are other current inexpensive developments. Compressed speech techniques, developed by VOCOM would enable students to hear an hour lecture in twenty minutes. Picturephones are another currently developing means that appear to have a future in continuing education. Seven references.

Ledgerwood, L.W. Jr., "Instructional Technology and Continuing Engineering Studies," in Continuing Education Studies Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington (D.C.) : American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 189-194.

A survey of the new teaching techniques and instructional systems being used: behavioral objectives (stating performances to be learned, under what conditions it is to be done, and what will be accepted as evidence that the learner has accomplished the objectives); hierarchy of objectives (placing objectives in a carefully ordered sequence for most efficient learning); mastery (learning material thoroughly enough to make 100% on all tests); andragogy (acknowledging the essential differences between adult and child learning); programmed instruction (carefully structured material studied by a student at his/her own time and place); self-paced instruction (carefully programmed study guides, in which student proceeds at own pace, but in which is required to make 100 % on an exam); guided design (stressing maximum involvement of student in situations as close to real life as possible, requiring student to solve open ended problems); audio tutorial (utilizing tapes, printed materials); discrete visuals with synchronized audio; motion pictures (accompanied by printed study materials and the film loop/cartridge); multiple screen presentations; audio and visuals via telephone circuit; live talk-back tv; computer aided instruction.

Ledgerwood, L. W. Jr. "Instructional Technology and Continuing Engineering Studies," IEEE Transactions on Education, Vol. E-17 No. 4 (November 1974) pp. 202-204.

New teaching techniques available that increase the effectiveness of instruction are reviewed. Three impart instruction without the continuous presence of the traditional lecture-type instructor, useful for instruction at remote locations. Instruction systems dependent on hardware offer a wide variety of ways in which instructional material could be presented without a knowledgeable instructor present; some also use hardware to extend the live classroom to remote locations by telephone or microwave. No instructional strategy is a panacea; each has its own potential area of application and each must be evaluated in the context of the proposed application to determine if its use is justified. Twenty-four references.

Open

Lowther, Barbara A. "Lincoln/University--Bringing College to the Library," Illinois Libraries 56 (6) (June, 1974) 439-441.

Open learning is a potent educational force today which falls outside the scope of existing institutional service, but includes an organized plan of study. Lincoln Open University, established in 1973, provides such an alternative plan to higher education, serving the educational needs of the people of Illinois and Indiana. Chartered by the state of Illinois, with degree-granting authority through the Master's degree, it works through a consortium of existing academic institutions and community learning resources to help a student plan an appropriate program of study, validating learning from experience and non-traditional study through a variety of assessment procedures. Students pursue individual programs in study centers established primarily in public libraries; student-instructor conferences, video-cassette instruction and other media and special equipment are utilized. Its "Credit Bank" provides a transcript service accept and recording evidence of an individual's educational accomplishments and career experiences. Evidence is processed, stored and retrieved when necessary; not so much as a deed of transactions between institutions as a document belonging to the learner, to be validated by institutions. Also provided is an educational resources service (AERS) which provides quick, accurate and meaningful information about all colleges and university instruction, correspondence courses, and credit by examination. The goal is to open to students the avenues and resources that will permit them to reach their goals more rapidly, assuring for each the tools for continued learning long after he has left the university.

Niemi, John A. "Technology and Media for Lifelong Learning," in Journal of Research and Development in Education 7, 4 (Summer 1974) 77-86.

Faure's Learning to Be (UNESCO) called for incorporating science and technology into every aspect of the educational enterprise. Although this is far from realization, the trend is clearly away from the traditional concept of terminal education, toward that of lifelong learning in which the new technology of computers and the various media will play an increasing influence. Wedemeyer offers a three phase plan for applying media and technology to a course of instruction. The United Kingdom's Open University has developed a phased rationale based on human concerns. Houle discerned that learning by design requires some critical assistance. Taylor pointed out that group learners retain more than lone learners even when the latter are assisted by technology. Books will remain irreplaceable. Approaches to learning thru communication networks need to take these observations into consideration. 40 references.

EJ098918 CE501240

Continuing Education for Media, Library, and Information Specialists
Penland, Patrick R. International Journal of Continuing Education
and Training; 3; 1; 55-70 SUA 73

Descriptors: *Professional Continuing Education/ *Media Specialists/
*Librarians/ *Information Scientists/ Inservice Education

Identifiers: Information Specialists
Internship and inservice training, traditional continuing education
approaches for media, library, and information specialists, are being
supplemented by simulation of community contexts within which
principles of lifelong learning can be applied. One such simulation is
briefly described. (Author/AG)

Perry, Walter L. M. "Technological Education in Britain's Open University"
Engineering Education, (April 1973) 492-495.

After clarifying the concept of an open university, the size and variety of offerings of Britain's Open University are explained. A wide variety of teaching methods are used: learning packages, notes on associated TV/radio programs, audio-cassettes, filmstrips, etc. together with periodical personal contacts at 300 learning centers throughout the nation. The levels of courses, from the two fundamental through the upper three levels are explained, together with the effort to respond not only to students' needs, but to those of society as well. It is expected the success of the program will lead to an ever-increasing demand for updating courses, not only for undergraduate teaching, but also for the preparation of post-experience courses. New methods and machines will be needed to guide and direct increasing off-campus learning. There is no doubt that for many educational institutions the open university-produced materials open up new prospects also for incorporating this material into the teaching curriculum of traditional colleges and universities, freeing staff for higher level (diagnostic and remedial) tutorial tasks, prospects that are attractive both academically and economically.

Price, Alice W. "The Effective Use of the Multimedia Approach to Staff Development," Journal of Nursing Administration, 1 (July-Aug, 1971)

The multimedia concept is based on total involvement of the learner who is self-directing and who feels the need and the desire to learn. This method must be distinguished from the use of several media in teaching. Unless a specific medium is used to meet specific learning objectives which are part and parcel of the total staff development program, it remains a teaching-telling device, a visual aid, supplementing a teaching-telling method of presentation. The multimedia concept, however, involves the orchestration of several media into a total learning experience; the new media provide learning experiences which are stored and retrieved at the point of need and/or convenience of the learner: dial access, closed circuit TV, single loop film cartridges, slides and filmstrips, plus projectors easily operated by the learner. The critical factor in these lies in the expertise of the program coordinators in planning, preparing, and presenting learning experiences for the self-directed adult in continuing education and inservice programs. 5 References.

Roberts, Charlie, "Newer Media of Learning," in Proceedings of the HEA Title II-E Institute on Continuing Education Program Planning for Library Staffs in the Southwest March 17-28, 1975. ed. Donald D. Foos, (Baton Rouge, LSU Graduate School of Library Science and Southwestern Library Association, 1975) 156-157

Short survey of the newer media of learning and their impact on society, including the eight millimeter film, the electronic video-recorder, and dial access to various information retrieval systems.

Ruyle, Janet, and Geiselman, Lucy Ann. "Non-Traditional Opportunities and Programs." In: Planning Non-Traditional Programs, by K. Patricia Cross, John R. Valley and Associates, San Francisco: Jossey-Bass, 1974, 53-

Of the 2670 institutions surveyed in 1972, nearly half responded giving the opportunities for adult and part time students to take non-traditional courses. The newer programs offered were more often for college students as well as for adults, had an occupational or career focus rather than a traditional academic focus, had small enrollments and high completion rates, involved learning contracts between students and faculty, used field work or cooperative work study, scheduled instruction during the day time, used business or industrial sites and public libraries rather than regional learning centers as instruction sites; provided intensive and continual counseling by nonadministrators. There seemed to be something for everyone somewhere in the accredited colleges and universities across the United States, but it may not be offered close to a student's home or even within his own state. Most non-traditional programs cost the same as conventional programs, but the reasons why some cost more and some cost less need to be assessed. Institutions which do not contemplate beginning non-traditional programs can still adapt elements of non-traditional education to their traditional programs. Greater communication and broader cooperative efforts can help all institutions find the path most appropriate to their own institutional goals and to the needs of the public they serve.

Public libraries in Brooklyn, Dallas, Miami-Dade, Tulsa City, Chicago and Portland, Maine, are offering "Learner's Advisory Services", to many to prepare for college level examinations (CLEP) or to take tests for high school equivalency diplomas (GED). Using the phrase "Learn Your Way," the centers offer not only books but audio and video cassettes. The University of Southern California's School of Library Science recently announced the offering of an independent study program leading to a degree in librarianship called "A Library School Educational Program without Walls" and funded by OE. Malcolm Knowles is quoted as saying: "The new emphasis on non-traditional study will reconstitute the library as the people's university, with librarians replacing teachers and serving as resource managers and learning consultants. . ."

Tanzman, Jack "A New Approach to the World of Work," School Management, 16 (Nov. 1972) 30-32.

Evidence of the influence of andragogy in this secondary extension school suggests the growing influence of continuing education techniques. The basic philosophy at Southwestern Indian Polytechnic Institute includes communication skills as well as technical skills, with each student responsible for his/her own actions in coping, and faculty involved as a team of counsellors. A key element to the environment of the school is the instructional materials center, staffed by a librarian, a media specialist and technical and graphic people. This staff helps to produce specially designed material for teachers and for the young people who use the library.

Valish, Aurora Ursua and Boyd, N. Jean, "The Role of Computer Assisted Instruction in Continuing Education of Registered Nurses: An Experimental Study," Journal of Continuing Education in Nursing, 6 (January--February, 1975) 13-32.

This study was undertaken because of the changes in nursing education and because of the recognition of the potentials of the computer for continuing education, to determine whether CAI programs as an innovative method of educational technology would produce observable evidence of verification and augmentation of previously learned clinical knowledge in nursing. The results of the study demonstrate that when CAI programs were administered to registered nurses and the effects determined by criterion measures, there were no significant differences between registered nurses who participated in CAI programs and those who participated in the criterion measures only. The conclusion was that these CAI programs can be used for review purposes only, and to qualify as a course for augmentation of knowledge a revision of the contents will be required. It is further recommended that CAI programs cannot be grossly administered to all registered nurses, but, as in any educational setting, will necessitate the observation of the principles of learning. 25 References.

Walton, Wesley W. "New Paths for Adult Learning." In: Planning Non-Traditional Programs, by K. Patricia Cross, John R. Valley and Associates, San Francisco: Jossey-Bass, 1974, 95-115.

Although the needs of the learner should be first, most non-traditional programs take little account of the place and time during which most adults must study. Only 5% of television programs designed for learning regard the learner's home as the primary learning site. In 65% of the programs offered by institutions no use is made of homes or local public libraries as locations for learning activities. The advantages of video-cassette courses of instructions are evident precisely to the extent that they leave the adult learner free to study when and where he wishes, and are being used increasingly by industry (Anheuser-Busch, Coca-Cola, Pepsi Cola, Ford Motor), business (CUNA Mutual Insurance Society, Employers Insurance of Wausau, Kemper Insurance, Morgan Guarantee & Trust), and government (National Audio-visual Center and U.S. Army). The relationship of Community Antenna Television (CATV) to Videocassettes, and the role of Lifelong Learning Materials Service Centers are explained together with their options and objectives. Sixteen references.

Wroczyński, Ryszard, "Learning Styles and Lifelong Education," International Review of Education 20, 4 (1974) 464-473.

The goal of education for adults should be to open minds to learning new things, to allow them to work at their own pace "agreed and planned assignments of work" assignments which require self-reliance and initiative, and which are aimed at developing creativity. One suggestion is that it should be problem-centered, with discussions and consultation with the teacher, then that it should aim at systematizing and deepening the knowledge acquired: it is by confronting problems and solving them that we prepare for the self-instruction and self-training that must characterize adult learning.

Zachert, Martha Jane, Simulation Teaching of Library Administration
New York: Bowker, 1975 xvii-297pp.

With Malcolm Knowles, Dr. Zachert is of the firm conviction that adults are self-learners, but she is also of the opinion that many student activities usually frowned on by teachers are among the best preparation exercises for effective participation in library staff activities: cooperation on lengthy reading assignments, dividing exercises among a group of friends, mutual criticism of work in draft stages, etc., because these develop the interactive skills needed in effective library work. In this work--an enlargement and updating of her previous work on governmental library simulation--the author incorporates much material culled from her years of teaching the course at Catholic University of America and Florida State University. Divided into four parts, the first treats of the advantages and materials for simulation teaching; the second, orientation, coordination and evaluation techniques; the third, the differences and details of roleplaying, in-basket exercises, the action maze and learning games; the 4th and 5th, recent research and bibliography in the areas of these techniques; the sixth, sets of documents and problems for simulation teaching of the administration of an industrial library and of a governmental library. The latter section incorporates her former work with all its many diagrams, documents, and sources. Unfortunately, the sources offered the students in this section have not been updated, and are, consequently, lacking any sources from the past five to six years. The work as a whole, however, is excellently organized and the most complete text available for the teaching of library administration by means of simulation.

A brief but valuable index adds to the practical usefulness of the book.

Zachert, Martha Jane and Foos, Donald D. "Key: Continuing Education Game,"
Proceedings of the HEA Title II-B Institute on Continuing Education Program
Planning for Library Staffs in the Southwest March 17-28, 1975. ed. Donald D.
Foos, (Baton Rouge, LSU Graduate School of Library Science and Southwestern
Library Association, 1975) 80-90.

Role-playing as one of the most effective teaching strategies recently developed for continuing education is applied here to the politics of continuing education via roles representing the various state agencies and library associations (including instructions for referees and score cards). As it rated the highest awards from program participants, this technique should prove one of the most interesting features of any continuing education workshop where it is used.

4. GUIDELINES FOR PROGRAM PLANNERS

4.1. GENERAL

American Institute of Chemical Engineers, The Care and Feeding of Speakers reprinted in CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 121-133.

The highest quality in a continuing education program results when an invited speaker feels confidence in and cordiality from the group which is the host. In this document is provided a checklist on how to treat a guest speaker, what to tell him or her and what to tell the people who are going to hear him/her; what arrangements should be made and details for arranging speakers at a table, introducing them, concluding. Eight references of further sources, plus two appendices with sample invitation letters and an itemized checklist and time schedule.

Burgwardt, F.C. and Biedenbach, J. M., eds. CES Directors Handbook. Washington, D.C.: American Society for Engineering Education, 1975.

Provides, in one document, an overall pragmatic approach to the application of Adult Education Programs in a college or industry environment. Opening articles highlight essential differences of continuing education for adults from typical college/university courses, in regard to learners and to methods of teaching. Gives samples of guides to planning successful programs in continuing education, e.g. how to conduct ce programs off-campus, how to recruit faculty, how to cooperate with professional societies, classified advertisements, budget forms, forms for getting approval of non-credit courses, attendance forms and participation transcripts. Also in detail: new forms of instructional technology; programmed and self-paced instruction; audio-tutorial aids, discrete visuals and synchronized audio, computer-aided instruction etc. Survey of programmed instructional materials actually being used in industry today, etc. Multiple bibliographies.

Abramson, Harold I. "Critical Aspects of Presenting Meetings and Education Programs in Hotels," in Continuing Education Studies Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington (D.C.): American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 223-230.

Advice from much experience for holding a successful conference: determining ones needs accurately; inspecting hotels, meeting rooms, bedrooms, with warning signs of bad 'first-rate' hotels. Suggested time schedules for preparing for meeting, details for preparing meeting rooms, visual aids, blackboards, projectors, microphones, etc. Advice on master accounts, charging and paying, and detailed checklists; sample reservations, luncheon menus, meal tickets, function sheets and catering requests.

Kling, Vincent G., "Designing New Facilities for Continuing Education,"
American School and University 45 (1972-1973) pp. 17-20.

For the kind of learning that goes on in conferences and other forms of continuing education, an architect must strive to create an atmosphere conducive to informal interaction. The design of Clayton Hall/at the University of Delaware is directed toward this goal. Besides the indispensable comfortable seating, good lighting and pleasant room temperatures, there are few movable walls, yet there is flexibility. The design of this complex of buildings is explained in detail with diagrams and pictures.

4.2. GUIDELINES FOR LIBRARY, MEDIA AND INFORMATION SCIENCE PERSONNEL PROGRAMS

Atherton, Pauline, Guidelines for the Organization of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation, Paris, UNESCO, April 1975, 88pp.

Guidelines developed for organizing training courses in scientific and technical information and documentation delineate nine critical tasks: 1. Choosing a course style; 2. Selecting an instructional method appropriate to the course style; 3. Planning the course with an agency responsible for manpower planning; 4. Attracting participants by the course prospectus (which must include a clear description of the course); 5. Selecting participants (as important as choosing the instructional method); 6. The instructor's conducting the course successfully with proper types of materials and assignments; 7. Making the best arrangements for meeting room; 8. Coordinating and following up on course with government agencies (important in planning the course, conducting it, and evaluating it); 9. Evaluating the course during the course, at the end, and several months after it. A checklist for each section is a valuable aid in planning and implementing the course. Appendices include a prospectus, application forms, final program of activities, budget items, evaluation forms, etc. Document is also available in French and German. (UNESCO, Division of Scientific and Technological Documentation and Information, 7 Place de Fontenoy, 75700 Paris, France.)

Conroy, Barbara. Staff Development and Continuing Education Programs for Library Personnel: Guidelines and Criteria. Produced for ERIC Clearinghouse on Library and Information Sciences. January 1974
Western Interstate Commission for Higher Education
Boulder, Colorado 80302.

Designed to help individual libraries and groups of libraries to determine their staff development needs and to create and evaluate programs to meet those needs, this compendium of principles is a model of clarity and conciseness the test of good faith in any philosophy of education. Section one offers guidelines for gathering and analyzing information, for formulating program objectives, assessing resources, and designing a program of activities. Section two develops criteria for assigning administrative responsibilities, selecting and organizing the training staff, preparing learners for involvement in the continuing education process, and for providing appropriate materials and facilities. Section three gives criteria for determining the purposes of evaluation, planning the evaluation process, collecting, organizing, and analyzing evaluative information, and for reporting and utilizing the same. An important document which suggests much to reduce the risk of a negative impact in any staff development program.

De Angelo, Rachael W. "Suggested Guidelines for Planning Continuing Education Programs for School Library Media Personnel," School Media Quarterly 3 (1) February, 1974, 30-41.

Based upon 155 suggestions of state and district school library media personnel, the Professional Development and Status Committee of the AASL determined five major concerns for organizers of future programs for staff development: 1) adequate time for appropriate field trips to outstanding media centers; 2) limitation on the size of any group of participants according to the nature of the program; 3) necessity for early planning; 4) involvement in planning of key school personnel and community representatives; 5) importance of released time for staff development programs. Suggested guidelines for planning programs include helpful detailed suggestions in regard to: preliminary planning; public relations and publicity; quarters and equipment; resources; staff; program evaluation and dissemination.

Gerken, B. "Continuing Education in Librarianship," Pacific Northwest Library Association Quarterly 38 (July, 1974) 4-6.

Continuing education is essential to librarianship and it is, in this author's view, primarily the responsibility of each individual librarian. Dr. Stone's planning activities for CLENE are reviewed briefly, together with other resources one might contact for further suggestions. Five footnotes and eleven references.

Martin, Alec, "Practical Problems and Principles of In-Service Training," ASLIB Proceedings 22 (1970) 256-259.

The scientific approach to inservice training involves: 1) identifying training needs; 2) formulating training policy; 3) implementing training schemes; 4) assessing training effectiveness. These four steps in learning take place, however, only within the social context. Training must concentrate especially on the more difficult and more frequently occurring tasks, and should seek to involve the learner, removing anxiety and showing how one thing leads to another. Also urged are: job specifications algorithms, willingness to assist, and modern techniques of programmed&discovery (self-validating) learning.

Schroeder, Wayne L. "Developing Continuing Education Programs for Library Personnel," in Proceedings of the HEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest March 17-28 1975 ed. D. D. Roos (Baton Rouge, LSU Graduate School of Library Science and Southwestern Library Association, 1975) 30-36.

Outline of an analysis of the organic nature of program development, illustrated by an analogy with the stages and conditions under which a plant grows and develops, which may seem elementary until one reflects upon the numerous instances where these elementary lessons have been/are ignored or overlooked. Should prove helpful to preparing a continuing education program.

Warncke, Ruth. Planning Library Workshops and Institutes. The Public Library Reporter No. 17. Chicago: American Library Association, 1976.

This library Reporter describes the intimate secrets for producing a successful workshop in library science. It discusses in detail the relationships of goals and objectives to successful fulfilment, the wide variety of details to be considered in planning a workshop, selecting a director, planning group and sponsor--details evidently deriving from years of successful experience in conducting workshops. This is evident also in the chapters on blocking out programs so as to allow for variety without losing control, on determining costs, on utilizing various methods of presentation and of stimulating group discussion, on evaluating and disseminating the results, on checking the multiple details to be considered before, during and after them. Five appendixes include forms for a variety of practical problems; requesting sponsorship, various director's aids, arranger's aids, discussion leader's aids, plus a special chapter on a one day institute. Selected readings and an index increase still more the value of this very useful handbook.

Washtien, Joe, A Guide for Planning and Teaching Continuing Education Courses
(Washington, D. C.: Continuing Library Education Network and Exchange, 1976) 61pp.

A practical guide to the management of any continuing education course based upon the principles of andragogy. Its checklist of questions that should be answered in contemplating, planning, conducting or evaluating such a course is brief enough to be covered quickly yet thorough enough to avoid overlooking any important lacunae. In determining the objectives of such a course, it outlines what to look for in assessing the knowledge and skills of participants, the time available and how the course is to be related to other courses. In designing a course, it surveys the various learning activities, the sequence of these, their individualization, the importance of social reinforcement, and of such details as seating arrangement. Implementing any course, it does not overlook the importance of introducing the learners to one another, and of various presentation and application techniques. Evaluation ranges from pretesting participants to formative evaluation techniques, summative and long term evaluation. The characteristics of good planning: detailed, clear, coordinated, together with suggestions for assessing facilities, audio-visual aids, hand-outs, are surveyed. A bibliography and appendices with sample games, job-descriptions, activities, in-basket exercises, case studies, are added.

4.3. GUIDELINES FOR PROGRAMS IN OTHER FIELDS

Cooper, Signe S. "Steps in Self Development," Journal of Nursing Administration
4 (May-June, 1974) 53-56.

Current concerns relating to mandatory continuing education place undue emphasis on formal educational offerings. The author suggests that self-directed learning, drawing especially upon such resources as libraries afford, may be equally if not more appropriate to the adult learner-practitioner. Suggested steps in the self-development process are planning, determination of goals, establishing a course of action, assessing needed learning resources such as libraries, educational institutions, voluntary and professional associations, and community resources. Determining progress, evaluating results, and reassessing goals are other important phases in self-development. Five references.

Finkelman, Anita Ward. "Inservice Educators Provide Continuing Education," Journal of Continuing Education in Nursing 6 (July-August, 1975), 16-19.

A cooperative arrangement between hospital and university is suggested by this former director of Nursing Inservice Education at Arlington Hospital, Arlington, Virginia. Some general criteria offered for continuing education offerings include: each course planned as a result of a particular assessment of needs for a particular group of people; an explicit statement of purpose and objectives and rationale for each program; lesson plans, bibliographies and handout material for each course; joint preliminary planning by continuing education staff and universities; each course meeting the criteria for CEU; evaluation of procedures established and used for each course; and a permanent record of CEU by the university. Seven course descriptions are included.

Houtsma, Cornelius Garrett, "Generating A Continuing Engineering Studies Program," in Continuing Education Studies Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 135-136.

How to plan continuing engineering courses and to learn while doing so to avoid some of the pot-holes in the road to a successful program (exemplifying Pascal's esprit de finesse).

Houtsma, Cornelius Garret, "A Handbook for Establishing and Conducting Continuing Engineering Studies," in Continuing Education Studies Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington(D.C.) American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp.31-34.

The problem for a continuing (engineering) studies director is, first, finding, then, satisfying the need for education. The author gives very practical, move by move, insights into the way whereby an expert in continuing education needs to move cautiously into an industrial and/or university environment, and what he should look for as clues to interpreting the situation.

Katz , Israel, "A Guide for the Perplexed: The Theory and Practice of Higher Continuing Education," in CES Directors Handbook ed. Frederick Burgwardt and Joseph M. Biedenbach, (Washington, D. C.: American Society for Engineering Education, 1975) 49-56.

Key concepts underlying continuing education in general are explained first, noting that most of the new knowledge today in engineering is generated in the field and then injected into academic programs, where they serve to cap the substantial and residual body of knowledge, that, like an iceberg remains submerged but still influential. Some factors influencing continuing education are considered, such as an individual's current vocation and personal expectations for professional development, or opportunities for learning on the job from knowledgeable colleagues, or the problems often encountered by women from colleagues, most of whom are men. It is noted libraries are sources of learning seldom used by engineers interested in continuing education. Fifteen practical guidelines for those interested in continuing engineering education are offered, together with twelve references.

Salati, O.M. "The Advisory Council as a Tool in Continuing Education Studies," in Directors Handbook ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington (D.C.): American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 73-74.

The use of an advisory council for the continuing education studies in engineering at the University of Pennsylvania are outlined, together with the operation of ad-hoc committees for each course offered.

Schweer, Jean E. "Continuing Education Climatology," in Journal of Nursing Administration, Vol. 1(Jan.1970)45-48

Developing a working environment conducive to continual learning requires nursing administrators to serve as role-models. They must provide a climate that allows learners the freedom to determine their learning needs and to implement change through application of newly learned skills and knowledge. Eight concerns are identified: 1) administrators must accept responsibility for providing opportunities for personnel to attend courses away from their own work situation; 2) continuing education courses should be planned so as to achieve a "spread effect"--having the participants return to their own communities to conduct similar programs; 3) the differences of various levels of personnel prompts the use of "teams" to deal with all levels; 4) universities, hospitals and community agencies need to pool their resources to sponsor cooperative programs; 5) planners and teachers must always remember they are dealing with adult learners who have specific needs that must be kept in mind; 6) administrators should share the responsibility also in helping personnel recognize the value of continuing education; 7) concern to learn and to grow on the part of nurses is necessary; 8) overemphasis on credits, grades, etc. indicate lack of maturity. Five references.

Van Horn, John, "Joint Development of Continuing Engineering Studies Programs--An Example of Industry Education Dialogue Using Ad Hoc Advisory Committees," in Continuing Education Studies Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington (D.C.): American Society for Engineering Education, Continuing Engineering Studies Division 1975, pp. 69-72.

To answer such questions as "how can a university focus its continuing education programs on the perceived needs of its potential clientele, market its programs and open channels for users to communicate their needs?" the author outlines the successful technique used at the Carnegie-Mellon University: Ad Hoc Working Committees, to design the courses and choose the lecturers. Objectives for the meetings are suggested, together with the lessons learned in regard to getting several universities to collaborate, briefing lecturers as to course objectives and audience profiles; preparing reference papers and bibliographies ahead of time, etc. Courses actually offered at Carnegie-Mellon U, and at/by collaborating universities are listed and course management contact.

Voorhees, Theodore. "The Law Partner's Need for Continuing Legal Education," The Practical Lawyer 18 No. 7, November 1972, 80-84.

The purpose of this article is to urge the formulation by law firms of a continuing legal education program for their partners and to offer suggestions as to what might be encompassed in such a program. Since the purpose of a law firm is to get the strongest combination of legal talent that can be accumulated, it ought to be willing to set some standards and urge that each one of its lawyers observes them. The development of such a program might begin by providing each partner a checklist of five questions dealing with various ways of keeping abreast of legal developments:

- 1) Advance Sheets with, e.g. the opinions of the Supreme Court of the U.S. and the state;
- 2) Looseleaf Services;
- 3) CLE courses;
- 4) Reading Habits;
- 5) Teaching and Training within and outside firm.

Continuing Legal Education is an integral part of quality service to clients.

4.4. EVALUATION OF PROGRAMS

Anderson, Robert M. "Evaluation of Off-Lafayette Campus Graduate Engineering Program," in Continuing Education Studies Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Education Studies Division, 1975, p. 87.

Sample 'cafeteria' lists of questions developed by the Measurement and Research Center of Purdue University for the Graduate Engineering Programs, available to teachers to draw up their own questionnaires to evaluate their own teaching techniques on a confidential basis. Also included are evaluation forms in use at Engineering Schools at Ohio State University, GPD San Jose, the University of Texas at Austin, and the University of Wisconsin. Very valuable samples for any department wishing to develop its own evaluation forms along lines that are machine readable.

Anderson, Scarvia; Ball, Samuel; and Murphy, Richard T. and others. Encyclopedia of Educational Evaluation. San Francisco: Jossey-Bass, 1975.

New instructional programs are being introduced everywhere in the name of career education, compensatory education, competency-based training, self-assessment and lifelong learning, and boards of directors, community groups and legislators are demanding proof for the superiority of these programs or of proposed programs to those already existing. This encyclopedia is designed to assist program administrators, funding agents and students to comprehend the evaluation techniques recently developed to measure these programs. Access to topics relating to program evaluation is also afforded through eleven major concepts, of such subjects as evaluation models, program objectives, planning and designing, technical measurement considerations, etc. Thus through the concept of social context, one comes to the notion of evaluating field operations; through the concept of systems technologies, one comes to the articles on PPBS, PERT, and quality control; through the concept of variables, one comes to the articles on interest measurement or motivation; through the concept of reactive concerns, one comes to the article on the Hawthorne effect. The articles on change measurement, on transactional analysis, on computer assisted instruction, on the medical model of evaluation (as compared with that of the engineering model—input/output), are of evidently immediate concern to anyone interested in evaluating continuing education courses. A 25 page bibliography and two indexes (a name and a subject index) add to the practical utility of the book.

Griffith, Dean E. "Evaluation in Continuing Engineering Studies," in Continuing Education Studies Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington (D.C.): American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 79-82.

Author suggests that each time an evaluation is contemplated one must work through an "evaluation analysis" including four dimensions: 1) Why evaluate? to improve, retain, terminate: learning; instructors; learning media; content; facilities; pre-requisites; objectives; publicity; reward/motivators; costs; program? 2) Evaluate for whom? Student participants; CES administration; faculty; sponsoring organization; student employer; technical society; licensing/certification board; society, government? 3) Evaluate by whom? Student participant; professional evaluator; program administrator; faculty; student peer group; employment peer group; employment supervisor; technical society; licensing board; CES sponsor? 4) Using what? Written questionnaire? Written test; interview; personal observation; electronic observation (audio/video); simulation examinations; performance review (pre-program; post-program)? The suggestion is made that resort is often had to the printed attitudinal survey form since people have not adequately thought through their evaluation problem, nor the cost of the various options. Suggestion is made to consult the Encyclopedia of Educational Evaluation by Scarvia B. Anderson, Samuel Ball, Richard T. Murphy and Associates, published by Jossey-Bass Publishers.

Katz, Israel, "Evaluation to Increase Effectiveness in CES." In: CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 83-86.

Considerable difficulty is encountered when an attempt is made to divorce measurements of CES effectiveness from concepts of personnel performance appraisal, since the benefits of CES usually show up indirectly as improved performance on the job. Six measures of effectiveness are given, together with a list of 56 evaluation criteria.

Knox, Alan B. Evaluation Guide for Adult Basic Education Programs (New York: Columbia University, Center for Adult Education. 1972) 164pp.

Experience with over 40 adult basic education programs provide the background for this study begun three years ago by Columbia University's Center for Adult Education. A section on program evaluation includes the study of various approaches, of initial and detailed plans, of making preliminary surveys and interpreting data. Recruitment, staffing, inservice education, collaboration and goal setting are studied in another section. Eight pages of sample instruments, and an annotated bibliography on evaluation methods, external standards information for evaluation interpretation and adaptation for ABE Model Cities joint programs conclude the study.

4.5. MOTIVATION

Boshier, Roger, "Motivational Orientations of Adult Education Participants: A Factor Analytic Exploration of Houle's Typology," Adult Education Journal 21, 2 (1971) 3-26.

To test Houle's typology of "motivational orientation" in a New Zealand context, and to develop a factor analytically based measure of motive for attendance, 233 adult education participants selected at random from three institutions completed a 48 item Education Participation scale. In developing a model of adult education participation, it is proposed that participants are basically "being" or "deficiency" motivated. The concept of homeostasis and heterostasis is discussed. Education Participation Scale factors purporting to measure these different types of motivation are identified. Participation is shown to stem from motives more complex than those originally identified by Houle. 37 references.

Burgess, Paul, "Reasons for Adult Participation in Group Educational Activities," Adult Education 22, 1 (1971) 3-29.

Additional information on why adults participate in educational activities appears to be necessary if the field of adult education is to continue to improve educational offerings. Consequently, this study was designed and conducted to explore further the total framework of educational orientations as developed by Cyril O. Houle, Professor of Education at the University of Chicago. The finds of the investigation provide additional validity to the concept of educational orientations by further expanding, supporting, defining and clarifying the results of Houle and others. The results reported here were to test the hypothesis that reasons chosen by men and women for participating in educational activities will factor into eight groups. To test the hypothesis that reasons chosen by men and women for participating in educational activities will factor into eight groups. To test the hypothesis, 1,046 adult learners responded to an instrument developed by the author--Reasons for Educational Participation. The results were factor analyzed and seven groups of reasons were identified. Based on the nature of the items comprising each, the factors were named: the desire to know; the desire to reach a personal goal; the desire to reach a social goal; the desire to reach a religious goal; the desire to escape; the desire to take part in an activity; and the desire to comply with formal requirements. Nine footnotes and seventeen references.

Houle, Cyril O. "The Changing Goals of Education in the Perspective of Lifelong Learning," International Review of Education 20/ (1974) pp. 430-446.
No. 4

The goals of education must be related to the interests of the various stages of life. Psychologists and psychiatrists have studied these stages in relationship to various problems and diseases of the mind; educators need to do as much in relationship to the way in which these stages influence the desire to learn, and what areas of learning are of greater interest to others at various ages. Houle does this from the viewpoint of an educator: infancy, childhood and adolescence, the onset of maturity, young adulthood, early middle age, later middle age, early old age and later old age are all considered. An article concerning a matter of concern for everyone involved in continuing education for adults.

Houtsma, Cornelius Garrett, "The Adult Learner," in CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 3-6.

Author gives sage observations, based on years of experience, as to what motivates adults in continuing education in the field of engineering, in accord with Knowles' Andragogy and Horne and Pine's Principles and Conditions for Learning in Adult Education.

Long, Huey B. "Lifelong Learning: Pressures for Acceptance," Journal of Research and Development in Education 7 (Summer, 1974) 2-12.

Three major pressures to continue to learn come from: 1) the human need to seek self-actualization; 2) recent social and technological developments; 3) institutional pressures. Blakely emphasized the first as a condition of survival; many psychologists have done as much. Drucker emphasized the second; that industry was convinced by him seems evident in the billions being spent annually on one form or another of higher education. American institutions and practical exigencies of self-learning are reviewed at the close.

Miller, Donald B. "Changing Job Requirements: A Stimulus for Technical Vitality," in Continuing Education Studies Directors Handbook ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp.13-18..

A vital organization is characterized by high productivity, excitement, sense of purpose, feeling of accomplishment, sense of personal opportunity, openness to change and new ideas, appropriate recognition and reward, etc. One of the key ways to maintain vitality is to extend the creative-productive span of life through continuing education. Growth in R. & D growth in U.S. expenditures from .3% to 3% in a few years in the '50s reflects the growing consciousness in this country of the need to maintain technical vitality. Obsolescence in engineering was first identified in the 50's, and the problem has grown and will become a major problem over the next ten years. The task of management is to provide the motivation for growth; to require tasks which require learning; to stimulate newness, to reward, accomplishment. Review of development successes shows they come most often from newly constituted groups or those which give a new challenge. Because managers are measured primarily in terms of short term objectives they tend to burn out employees with tactics which lose sight of the long term objectives which include the quality of life. Strategies to maintain technical vitality, eliminating bureaucratic restrictions on professionalism and broadening experience are also discussed. Thus job design requiring learning and technical growth; change in management practices so that the environment supports personal growth; and making education more relevant are the key factors to stimulating technical vitality. Nine references and fourteen additional readings.

Miller, Donald B. "Designing Continuing Education to Motivate the Learner," in Continuing Education Studies Directors Handbook ed: Frederick Burgwardt and Joseph M. Biedenbach, Washington: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 7-10.

A successful design is one where the participant feels the results--measured on the participant's scale of values--are worth the effort, one in which the participant feels s/he has learned something that has paid-off. Factors that lead to learning are discussed; then, those which prompt continuing learning. Convenience is the key factor in marketing a continuing education course; factors of design which attract students, such as variety in delivery and opportunity for sharing their experiences, are also treated with a view to their relationship to student motivation.

Morstain, Barry R. and Smart, John C., "Reasons For Participation in Adult Education: a Multivariate Analysis of Group Differences," Adult Education 24, 2 (1974) 83-98.

Recent research studies on the reasons which individuals have for participating in adult education courses have primarily focused on the development of survey instruments. Little or no data regarding group differences in expressed reasons have been reported. The purpose of this study was to replicate and expand upon an earlier New England study (cf. Bossier) which employed the Education Participation Scale. The EPS was administered to 611 students enrolled in adult education courses at one college in the U. S., and the obtained factor patterns were judged to be similar when compared with those obtained by Bossier. Mean scores on the derived EPS dimensions for various age-sex groups exhibited noticeable variation and step-wise discriminant analyses produced significant results in determining the parameters of group differences in expressed reasons for participation. Further research into this area will hopefully help librarians and teachers become more sensitive and responsive to the individuals libraries attempt to serve.

4.6. CAREER PLANNING AND COUNSELLING

Brisley, Chester, "Career Guidance--A Good Market Research Tool to Promote CES" in Continuing Education Studies Directors Handbook, ed. Frederick Burgardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 75-78.

Summaries of several current articles on continuing education precede the author's own observations that: Management and employees must share a basic career philosophy; there must be sufficient communication so that an intelligent plan is developed that reflects the interest and desires of the employees; management must show an interest in the development of subordinates if they are to develop their most important resource--people. The Postbaccalaureate degree program of the College of Engineering and the University of Wisconsin Extension, leading to a Professional Development Degree in Engineering, is given with details of requirements and limitations.

Holland, John L. Making Vocational Choices: A Theory of Careers
(Englewood Cliffs, N.J. Prentice-Hall, 1973) 150pp.

Based on the assumption that the choice of a vocation is an expression of personality, Holland explains his six types of persons, and of environments, and how a person's behavior is determined by an interaction between a person and his environment. Interest inventories in this view turn out to be personality inventories, and vocational stereotypes turn out to have sociological as well as psychological meaning. Vocational satisfaction and achievement are seen as the result of congruence between a personality and its environment. These relationships are illustrated by an hexagonal diagram with types of personality most opposed having the greatest distance between them. Chapter five summarizes the studies corroborating Holland's theory, and chapter six gives practical applications, accessible to clients as well as counsellors. Student Self-Directed Searches (SDS) can show profiles of interest divisible into two groups: those that are well defined and those that are not, i.e. that are relatively "flat" or undifferentiated. The former can be given vocational literature to assist them in developing their interests; the latter require individual psychological counselling. This book would be useful in planning staff development, transfers, promotions and personnel planning. Suggestions are made not only for continuing education but for a reorganization of the curricula structures of colleges as well. Appendixes include a Vocational Preference Inventory, an Occupational Classification, and a Self-Directed Search, cues for translating Holland's method into another (DOT) method, and research suggestions for students. 250 references.

Holland, John L., The Self-Directed Search, Palo Alto, Consulting Psychologists Press, 1974.

The Self-Directed Search (SDS) is a self-administered, self-scored, and self-interpreted vocational counselling tool, providing a vocational counselling experience by simulating what a person and vocation counselor might do in several interviews, based upon Holland's theory of vocational choice.

Holland, John L. and Gottfredson, Gary D. Sex Differences, Item Revisions, Validity and the Self-Directed Search (Baltimore: Johns Hopkins University, 1974), MS.

The Realistic competency and activity scales of the Self-Directed Search were revised to learn if women's scores on these scales could be increased without reducing their concurrent and construct validity for men and women. The standard and revised scales were randomly assigned to 150 female and 49 male interns in a federal agency. The results indicate that the revisions increase women's Realistic scores but fail to affect their high point cues. In addition, only two revised items measure the intended constructs. The conclusion is drawn that we need to turn to the promotion of full vocational development of everyone long before men and women arrive at their first vocational decision point. Many constructive possibilities are outlined in the author's recent NIE publication, The Use and Evaluation of Interest Inventories (ED 092 568).

Holland, John L. and Gottfredson, Gary D. Using a Typology of Persons and Environments to Explain Careers: Some Extensions and Clarifications, (Baltimore, Md.: Johns Hopkins University, 1975) 43pp.

The purposes of this paper are to show more completely than before how a theory of careers can be used to explain common career phenomena and concepts, to report some new insights and supportive data, to rectify some theoretical misunderstandings, and to spell out the implications of these ideas for counseling practice and vocational interventions. The theory attempts to provide explanations for some important vocational questions, such as the relationship of personal and environmental characteristics to vocational choice, involvement, satisfaction and achievement. Most of the problems and questions about careers can be restated in terms of some more fundamental questions such as what personal and environmental characteristics lead to stability of the kind and level of work a person performs, or as to what personal and environmental characteristics lead to change or instability of the kind or level of work a person performs. An important theory for librarians to be aware of in counselling those seeking career guidance and willing to help themselves. 68 references.

Lackey, Adam, An Annotated Bibliography for Holland's theory, the Self-Directed Search, and the Vocational Preference Inventory (1972-1975) Johns Hopkins University 1975.

Over 150 articles, dissertations, convention papers, and monographs are reviewed with brief comments, all dealing with Holland's theory of careers and assessment devices, updating Holland's own (1973) bibliography in his Making Vocational Choices: A Theory of Careers. Valuable for any "Learners Advisory Service" when the question of more information on assessing one's own career potential arises.

Patrick, Ruth J. "Career Planning and Continuing Education"
Proceedings of the CLENE Assembly Palmer House, Chicago, 1976

Although career planning is often viewed initially as an individual responsibility, career planning is now viewed by management as an area with many benefits also for the organization. Bolles' What Color Is Your Parachute? and Kim's Lifework Planning: Workbook are cited as popular current books on the subject, but the substance of the paper is derived from General Electric's successful career planning. Key objectives to the GE review are: assessing manpower and organizational strengths and weaknesses; identifying employees with high potential for Company management and planning for their growth; identifying individual development needs of personnel; identifying underutilized, misplaced and ineffective performers and planning for corrective action. Four forms used in this system include: individual career forecasts; individual experience record; organization and staffing plans; evaluation and development summary, with employees and managers each making out their own evaluations for the latter. A pilot project at the University of California at Livermore indicates that although some fear the needs of the organization may be undermined by focussing on the needs of individuals, planning can be a powerful management tool in optimizing the potential of employees. Dr Patrick suggests CLENE could encourage career planning for individuals and for libraries.

Schlossberg, Nancy K. "Community-Based Guidance," In: Lifelong Learners--A New Clientele for Higher Education, ed Dyckman W. Vermilye (San Francisco: Jossey-Bass, 1974), 113-120.

Nearly half of the population of the U.S. (between 25 and 65 years of age) may need and want educational and career counselling, but have no easy way of getting it. Large numbers of adults want to go back to college or to change jobs or both and need guidance to the proper educational/vocational resources. The author suggests community-based guidance centers would more effectively promote the good of these people than the present school-attached counsellors. As independent professionals, they would be in a better position to help their clients and to work toward the renewal of institutions. The Regional Library Service in Central New York is cited as such an existing and successful counselling agency; the Community College of Vermont is cited as another with a slightly different approach.

Wilson, Robin Scott, "Toward a National Counseling System," in Life-long Learners--A New Clientele for Higher Education, ed. Dyckman W. Vermilye (San Francisco: Jossey-Bass, 1974), 103-107.

The feasibility of establishing a national system of educational brokers is considered, the purpose of which would be to serve potential students of postsecondary education, which brokers would have at their fingertips current and accurate information on all the postsecondary educational opportunities for which a given client might qualify. Envisioned would be a skilled counsellor in every village, town and metropolitan subdivision, perhaps in the local public library, working for learners the way travel agencies work for travelers. Indicated also is the kind of national effort this would require to bring about a more efficient system of learning, since what is lacking in the present system is a delivery system that can bring together the demands with the resources.

5. DESCRIPTION OF CONTINUING EDUCATION PROGRAMS

5.1. LIBRARY, MEDIA AND INFORMATION SCIENCE PROGRAMS

Bredsdorff, Viggo, "Courses and Seminars at the Danish School of Librarianship," Scandinavian Public Library Quarterly, 6 (3) (1973) 81-87.

How strongly continuing education is promoted by libraries in Denmark is evident from the impressive list of seminars offered annually in Danish libraries. Seminars for children's librarians, for music librarians, for library administrators, for hospital librarians; others in technical services, literary criticism, jazz and audio visual materials, reference problems, computers, films, exhibits, building and architecture, local history, reprography, business information, foreign periodicals. "The business world has for some time recognized the fact that workers whose education and training are kept up to date are important factors in increased production." (p. 87) It is evident that the Danish government has learned the same lesson and is investing large sums of money in many lines of continuing education through its libraries.

Casey, G. M. "Continuing Education in librarianship: Wayne State University," Michigan Librarian, 41 (Fall, 1974) 7-8.

Seven sessions on management in Macomb, and three sessions on current American fiction were among the seminars in continuing education sponsored by Wayne State University in 1974--other workshops scheduled included one on school media planning and budgeting, on government documents, on reading and on international librarianship.

"Columbia Library School Initiates Certificate Program," Medical Library Association Bulletin 61 (October, 1973), 466-467.

The School of Library Service at Columbia University now offers a formal sixth year program culminating in the award of a Certificate in advanced librarianship. As an intermediate step between the master's and doctor's degrees, the program aims to provide both a general program in continuing education and a program to prepare librarians for positions as subject specialists, technical specialists and supervisors of complex library operations and service programs.

Conroy, Barbara and others. Leadership for Change; A Report of the Outreach Leadership Network. Durham, New Hampshire: New England Center for Continuing Education, Outreach Leadership Network, December 1972. 187pp. ED 071 671.

The Outreach Leadership Network (OLN) was a regional program of continuing education for public librarians in New England. The overall goal of the project was that of providing for more effective programs of public library services directed toward presently unserved community groups. OLN sought to provide educational programs which would increase the ability of librarians to plan and launch successful and effective programs to actively extend library services to more citizens than were being served. This outreach educational program also served as a training ground for the development of a cadre of public library leaders--librarians not only committed to outreach service but also skilled in program planning and in working with groups. This document contains an administrative report by the federally-funded OLN project director, and a report of the evaluation team.

Narrative Evaluation Report On The Institute For Library Technical Assistant Educational Programs At Rutgers University, Graduate School of Library Service, New Brunswick, New Jersey 08903 (August 23 to September 4, 1970).

Deininger, Dorothy P.; Shaughnessy, Thomas W.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Library Service.

Publ. Date: 70 Note: 45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors: Behavioral Objectives/ Curriculum Design/ Evaluation Criteria/ Field Trips/ *Institutes (Training Programs)/ *Library Education/ *Library Technicians/ Professional Continuing Education/ *Program Evaluation

Twenty-five educators participated in a two-week program to study the roles for library technical assistants and the program for their education. Speakers offered introductory and background presentations on the following topics: library education and manpower policy, the qualifications of library technical assistants for various types of libraries, and the influence of political and social factors on library technical assistants. These presentations and discussion among the participants led to the development of a proposed curriculum for the training of library assistants in junior and community colleges. In general, the participants agreed that the program had been fruitful. They noted a new awareness of the technical assistant in libraries and media centers that they could carry back to their regions. Some suggested program modifications were: the program should be extended to a longer period; a more limited objective should be set; and the director's administrative duties should be lessened. Appendixes include brochures, a list of participants and staff, and the ALA Criteria for Programs to Prepare Library Technical Assistants. (CH)

Eyster, George W., The Coordination of Library and Basic Education Services for Disadvantaged Adults and Expanding Public Library Services to Disadvantaged Adults. (Morehead, Ky., Appalachian Adult Education Center, Morehead State University, 1975.)

Three years of public library demonstration projects in seven states and two years of library institute training in eight states are summarized in this report, divided into a theoretical overview of the nature of human information seeking/finding (including the special problems of undereducated adults), a literature review, examining in depth human information-seeking as it pertains to public library services only offered to undereducated adults, and an overview of the demonstration projects and communities engaged in the dissemination-institute. Many valuable insights into the barriers to information-finding are studied, and what librarians can do to overcome them. Eighteen tables of statistics and follow-up forms for evaluations conclude the study, and provide an excellent model for anyone wishing to do a similar study on any aspect of continuing education.

Federal Interagency Field Librarians Workshop. Proceedings of the 1972 First Annual Federal Interagency Field Librarians Workshop (Washington, D.C., September 24-September 28, 1972). Washington, D.C.: Federal Interagency Field Librarians Workshop, December 1972. 308pp.

The thrust behind these workshops was the apparent interdependence of libraries having mutual problems and solving these problems by close cooperation and communication. The workshops have outlined agency programs and policies; emphasized better agency-wide service; promoted efficiency and economy of operations; encouraged exploration of new methods and techniques for library service and dissemination of information; pressed education and training of library personnel; and provided a forum to establish attitudes and goals for a maximum service effort for information communication. The workshop enables field librarians and technicians to obtain training in basic areas of library procurement, acquisitions, reader services, technical services, budget preparation, data information, library public relations, and related library services.

cos, Donald D., ed., Proceedings of the HEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest, March 17-28, 1975. Baton Rouge: LSU Graduate School of Library Science and Southwestern Library Association, 1975. 200pp.+

The goals of this institute were to recruit and train representatives from the SWLA states in the process of planning, developing and implementing continuing education programs for library staffs through a structured instructional program dealing with survey instrument design, survey findings analysis, summary conclusions and recommendations, educational technology, needs assessment, program planning, design implementation and evaluation. Participants were exposed to experiential learning techniques, e.g. simulation, role-playing, action mazes, cable television, videotapes, and workshop techniques. Intended as a model for program planning, these proceedings include not only the papers presented by the lecturers, but also announcements of the program, progress reports, certificates of attendance, tours during the program, information on other institutes in librarianship in the Southwest 1968-1974, etc. Evaluation at the end by the editor and David Smith appraises the individual papers and the impact each made on participants.

Gerard, Beverly. Improvement of American Indian Use of the Library. Library Science Institute, University of Oklahoma (July 13 through 31, 1970). Norman: Oklahoma University, School of Library Science, 1970. 121pp. ED 088 482.

To improve the American Indian use of libraries, the Library Science Institute at the University of Oklahoma conducted a three-week program for 28 librarians. The purpose of the Institute was to help the participants understand Indians--their academic, social, economic, and personal problems. The participants were exposed to problems and their possible solutions through lectures, audiovisual and printed materials. They also observed Indian history and culture on many field trips. Participants proposed the establishment of a similar institute of wider scope on a permanent basis.

Grundt, Leonard, "Favors Mandatory Continuing Education Programs for Librarians," American Libraries 6 (June 1975) 333.

Taking issue with the ACRL Board's description of the master's degree as "the appropriate terminal professional degree for academic librarians," the author of this letter cites the movement of other professional associations toward continuing education as a condition for relicensure. He favors mandatory continuing education as a fitting response to public demands for accountability from professionals.

Haas, Joyce H. and Kreamer, Katherine A. The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action. Narrative Evaluation Report on the Institute for Training in Librarianship at Graduate School of Library Studies, University of Hawaii, August 1971 to May 1972. Honolulu: Hawaii University, Graduate School of Library Studies, 1972. 116pp. ED 090 911.

The institute involved 31 participants (21 working librarians and 10 students) in a two-semester program which began in August, 1971. The rationale behind the program was that the problems of providing library service to a pluralistic society are problems of inter-group and cross-cultural communication. Some of the unique features of the institute were: training sessions conducted by the University's Center for Cross-Cultural Training and Research, an introduction to field experience with social agencies and social programs through the Graduate School of Social Work, and the involvement of library students and working librarians in a single program emphasizing cooperative group experience and group awareness. Although the institute was judged a success, and did produce significant changes in participants, it was not felt that library school training was the best method of continuing education for librarians.

Katz, Ruth M., and John, Jane Training of Library Personnel in Remote Areas, Washington, D.C.: U. S. Department of Health, Education and Welfare, 1975.

The ACCESS videotape series is a means of approach to better library service in small towns. Designed as continuing education for the staffs of public libraries in rural communities of the Rocky Mountain states, this series of sixteen videotapes attempts to highlight new trends in librarianship and to promote the sharing of ideas among librarians. The series was produced under a grant from the U. S. Office of Education and the project took place at the graduate School of Librarianship at the University of Denver. It took advantage of satellite linkage capabilities to provide continuing education for professional librarians in new concepts and matters of common interest, and was conceived not as a means of teaching technical library skills, but as a way to share ideas and solutions to common library problems--a way to update library staffs on current trends from which they might otherwise feel isolated. Methods and procedures in producing the tapes surveyed the content and software utilized, committee and field input, series content, and individual program content; production techniques, staffing and equipment, evaluations and dissemination activities and results. Conclusions were that there is a definite need for library continuing education materials which share ideas and seek solutions to common problems. Production costs and recommendations conclude the report, with the latter including suggestions for the production of other audio/video packages.

Knox, Allen, "Continuing Education for Library Practitioners," Illinois Libraries 56 (6) (June 1974) 432-436.

Those who plan programs of continuing education in librarianship may learn from the experience of other fields such as teaching, social work, law, nursing, and administration. Continuing education for library practitioners shares with continuing education in other professional fields the following characteristics: 1) the centrality (to maintaining one's professional status) of a high level of knowledge; 2) the complexity of this professional knowledge; 3) the high level of verbal facility required in the professions; 4) the demand of professionals for excellence in content, personnel and methods of those who conduct continuing education programs; 5) competing demands on time and 6) ability to pay for highly effective educational programs. A good sample of examples of continuing education in other fields are followed by a program for conducting continuing education, including six elements: 1) context (span of existing opportunities in the field); 2) needs (identification of gaps between present and desired competencies); 3) objectives (standards established among peers); 4) activities (gaining new experiences); 6) benefits (to participating individuals and their organizations). A wide variety of settings for continuing education and ways in which colleges and associations could collaborate are indicated. The challenge is to provide the leadership that will create programs of continuing education for librarianship that are really effective.

Koenker, Robert H. Status of Sixth-Year Programs Leading
to a Degree or Certificate, (Muncie, Ball State University, 1975)
12 pp. MS

A survey of 371 institutions offering graduate degree programs reveals that the number of institutions offering sixth year degree programs has increased significantly from 18 in 1957 to 114 in 1975 (the number of sixth year certificate programs has recently declined) with approximately 15,000 sixth year degrees granted in the last decade. Educational Specialist was month the most commonly used sixth year degree title, while Certificate of Advanced Study was among the most commonly used sixth year certificate title (8,000 sixth year certificates being granted in the last 10 years). The vast majority of institutions offering such programs are of the opinion that there is a legitimate place in graduate education for such programs. Only a small minority (12%) of the institutions not offering such programs rated them unfavorably.

Liesener, James W. "A Systematic Planning Process for Media Programs--
Continuing Education Workshops As a Vehicle for Development and
Dissemination," Proceedings of CLENE Assembly, Palmer House,
Chicago, 1976,

Increased competition for budgetary resources and increased complexity of media programs makes more systematic planning mandatory. Author reviews nine-step planning process, involving the articulation of client service options, the assessment of users, staff and administrators as to current services and priorities, the analysis of resources to accomplish specific kinds of service outputs and the communication of this analysis to all, the reallocation of resources and institution of operational changes, followed by a continuing evaluation of the program. Most effective method of conducting forty workshops for over 1,000 media personnel has been the use of simulation and interaction methods. Five references.

Martin, Jess A. "University of Tennessee Postgraduate Training Program
for Science Librarians: A Six Year Review." Bulletin of the
Medical Library Association 61 (October, 1973), 396-399.
Responses of twenty-five graduate trainees at the University
of Tennessee Medical Units are analyzed. Experience with
clinical research and the opportunity to cooperate in developing
authoritative and needed systematic surveys proved very valuable
to the librarians, and enlarged their employment opportunities.
The advisors, each of whom provided desk space, equipment
and time for counselling to his/her trainee, also profited
through greater awareness of the library's services and
facilities, and better information on new program and subject
developments. Sixteen references.

Meyers, Margaret, "Mandatory Continuing Education: Dilemmas and Prospects for Professionals," CLENEExchange 1,3 (March 1976) 10-11.

General objectives of the Conference held in Chicago Feb. 26-27 included considering the various approaches toward mandatory continuing education by the various professions. Alan Knox's summary of the main issues which emerged included: the responsibility of professions and the public in regard to professional competence; the responsibility of program planners to clarify the competencies needed; the distinction between legislation and education, that legislation can centralize effort without guaranteeing improvement of services, can discourage the variety of programs presently underway voluntarily; that problems of assessing performance would remain even after legislation; that performance measurement should pertain to members of a profession, and that the basic components of an effective program development are the same regardless of sponsors. Michigan legislation, sponsored by physicians, was explained, and the difficulty of measuring professional competencies was discussed. It was indicated that universities should contribute their resources to developing methodologies to identify professional competencies.

Michael, Mary Ellen, "Planning and Evaluating the Library System Services in Illinois Using the CIPP Model" in Proceedings of CLENE Assembly Palmer House, Chicago, 1976.

Included in a ¹⁹⁷⁴ manual developed by the Library Research Center of the University of Illinois at Urbana-Champaign is the CIPP planning evaluation method developed by the Evaluation Center of Ohio State in 1971-72. As a framework to guide thinking it ensures the analytic approach by requiring planners to answer essential questions and to make specific judgments at key points in the planning process, e.g., (CONTEXT) who are the users? their needs? (INPUT) How will we implement the specified objectives? (PROCESS) Are we meeting the specified objectives or are there other unintended outcomes? (PRODUCT) Have the objectives and performance expectations been reached? Should we continue, modify or terminate the project? The six systems of Illinois state libraries, in their first five-year plan, are using only the first step, the CONTEXT phase.

Rogers, A. Robert, "Report on Sixth-Year Programs in the United States," (Kent, Ohio, Kent State University, 1975) 6pp.

A survey of twenty-three ALA-accredited library schools with post-master's programs other than doctoral revealed a wide variety of names for such programs but unanimous consent that the main purposes of these programs are: 1. specialization beyond M.L.S.; 2. continuing education, and many also added "preparation for administration." There was a wide variety of requirements in regard to admission (except in regard to the master's degree or its equivalent in library science or a closely related field), in regard to residency requirements, and curricular requirements, with the general picture emerging that great flexibility in choice of courses generally is designed to meet specific individualized educational goals.

Soroka, Marguerite C. Library Legislation is for Special Librarians Too.
New York: Engineering Societies Library. Paper presented at the Special
Library Association Annual Meeting, Ontario, Canada, June 1974. 7pp.
ED 098 935.

Library legislation affects all types of libraries, including special libraries. A good example is found in the New York State legislation for Reference and Research Library Resources Systems, in which public, business, industrial, hospital, college, university and historical society libraries are organized into nine regional councils. The 1974 New York legislative program provided for union lists of serials and newspapers, a bibliographic data center, statewide delivery systems, materials preservation, access to materials by scholars, workshops, continuing education programs, collection development, and reference services. The Special Libraries Association should form a legislative committee to work with other library legislative committees at the national level to influence legislation on services, funding, intellectual freedom and obscenity issues, and copyright.

Weaver, Barbara F. Program Planning is the Name of the Game: Final Report First Year Project, CLASP Central Massachusetts Library Administration Simulation Project, 1976.

CLASP (Central Mass. Library Administration Simulation Project) was a research project intended to develop and test a simulation model that would enable public library personnel to learn and practice skills of negotiation, decision-making, budgeting and program planning. A model was developed and tested in a four-day workshop series with 21 participants representing large and small libraries, wealthy and poor communities, library administrators, supportive staff, and trustees. The project met two of its three objectives, in that participants did learn skills of program planning and budgeting, and that the model does provide a rewarding and enjoyable way for people to learn these skills. The third objective, to update the content and quality of continuing education curricula, awaits further refinement of the model for its achievement. Recommendations for improvements in the model include greater attention to having participants develop performance measures for self-evaluation of their programs; and greater emphasis on the relationships between community development and formulation of library goals and objectives. Nevertheless, the project has developed a model that combines the aspects of meeting community demands, preparing and justifying program and budget requests, and critically evaluating program success in a strictly training environment which is both open and entertaining.

Webster, Duane E. "The Staff Development Implications of Management by Self-Study," Proceedings of CLENE Assembly, Palmer House, Chicago, 1976

Management Review and Analysis Program (MRAP) developed by the Office of University Library Management Studies (OMS) includes two components: a procedural methodology for conducting the analysis of management practices and a conceptual framework to assist in evaluation. The principle work group is a study team, which organizes a series of staff task forces, to study the management functions of planning, policies, budgets, management information systems, organization, supervision, staff development, personnel, and executive leadership. The study normally takes one year, with a second year devoted to the implementation of study results. The application of MRAP also generally involves a group of three or more libraries working through a program on roughly the same schedule. Author includes a review of common barriers to management review and what is needed to overcome these, if staff development--a critical prerequisite of performance improvement--is to be achieved...

5.2. STATEWIDE PROGRAMS

California Public Library Systems: A Comprehensive Review with Guidelines for the Next Decade. June 1975. Los Angeles: Peat Marwick Mitchell & Co., pp. 13.1-13.13.

Assuming that the quality of library service is based primarily on the quality of library personnel, this study notes instances where staff development programs at both the local and intermediate levels could improve the quality of public library service in California public library systems. The 2-3 percent of public library funds spent on staff development in California is judged to be clearly insufficient. There is, moreover, no long-range plan to ensure responsiveness to fill needs or to focus on implementation of future requirements. The study recommends a statewide staff development committee to foster and coordinate library continuing education in California, operating under such assumptions as the following, recommended by the ALA statement on Library Education and Manpower: "Continuing education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one." Formal and informal learning opportunities, interdisciplinary in nature, and planned cooperatively by the libraries' personnel for whom they are intended should be based on an assessment of library user needs. Includes a recommended planning process chart.

Davis, Kay, "Continuing Education in Missouri," Illinois Libraries 56, 6 (June, 1974) 462-471.

Continuing education for librarians in Missouri first moved onto a statewide basis in the late 1950's., following the Library Services Act of 1956. Funds to finance an educational program for personnel in public libraries serving rural populations were approved in 1958. Administrative details for workshops were handled by the Missouri State Library, staffed by Rutgers University Library School, and the University of Illinois Library School, and held on the University of Missouri campus. Trustees institutes were held as "Governor's Conferences", other institutes for Administrative Librarians were conducted by the University of Missouri library school. The Missouri Association of School Librarians sponsors several workshops for school librarians each year. Workshops in management techniques sponsored by the Junior Members Round Table, workshops in behalf of the disadvantaged or isolated held by the Outreach Committee of the Missouri Library Association Library Education and Manpower Committee, and workshops for youth have been other features. Among various in-service programs the St. Louis Public Library is singled out for special mention. Tables of four impressive programs, with dates, locations, topics, directors and participants complete the study.

Easer, David. Report of the Advisory Committee on Planning for the Academic Libraries of New York State 1973. Albany: New York State Education Department, Division of Library Development, 1973. 51pp. ED 086 194.

In 1971 an advisory committee was charged with developing guidelines for planning the integration and utilization of academic library resources in New York State for the period up to 1990. Their report discusses the general problems and possibilities of library cooperation in general and specifically as they relate to New York State. Topics covered include: equitable distribution of effort, cooperative acquisitions, joint library storage, facsimile transmission, library labor sharing, data centers, nonprint information services, continuing education programs for librarians, and instruction in library use. Major recommendations are given for the role of the State Education Department and the individual libraries in effecting functional and economical cooperation.

Lindsey, Elizabeth, "Continuing Education in Michigan,"
Illinois Libraries, 56, 6 (June, 1974) 459-462.

Workshops conducted in Michigan for library personnel are reviewed. Three two day conferences on reaching out to the Black community, to the Spanish speaking, and to the American Indian revealed few librarians were offering outreach programs. Realism in children's books (Nancy Drew series) aroused positive and negative reactions, in another workshop. Life-long learning was the theme of the entire year of 1973 in some programs. University workshops at the U of M or WMU on communications, popular law, public strategies of management, reference, and reading for fun are among other examples cited.

Lindsey, E. "State Library Program in Continuing Education," Michigan Librarian 41 (Fall, 1974) 6-7.

As specialist in continuing education in the Michigan Department of Education State Library Services, the author previews here the plans for the workshops on censorship, school media supervision, school libraries, services to the blind and physically handicapped, the bicentennial and interlibrary cooperation.

Shubert, Joseph, "Continuing Education in Ohio," Illinois Libraries 56, 6 (June, 1974) 471-476.

In 1972 Ohio spent \$58 million for salaries for its librarians, or 49% of its total library budget; 1% of this same budget went to meeting the continuing education needs of its library personnel. 96 workshops, institutes, seminars and conferences were conducted for more than 4,000 persons, funded largely by State Library and LSCA funds. One-fourth of the sessions were in the field of administration or management; in-service training sessions on selection of materials and on reference materials and services, for nearly half of the rest. The Ohio Library Association has cooperated with the State Library of Ohio to sponsor most of these. Case Western Reserve University and Kent State University schools have taken increased responsibility for continuing education also in recent years. The Department of Library Science at Bowling Green State University has made major contributions to continuing education for community librarians through a number of programs undertaken with State Library Assistance. The Intergovernmental Personnel Act (IGPA) of 1972 has provided Ohio with a vastly expanded training program for government personnel at all levels. The publication of the OLA Standards for Public Libraries of Ohio in 1969 and 1970 gave as a minimum 40 hours per year of in-service training for each professional, subprofessional and clerical staff member. LSCA grants have totaled nearly \$218,000 since 1967 for forty-four workshops on such subjects as planning-programming-budgeting systems for libraries, cable television, applications for libraries, institutional library services, library automation, and management by objectives. More than 200 Ohio librarians are now among the alumni of the Library Executive Development Program presented annually since 1969 by Miami University. Responsibility for continuing education was assigned by the State Library Board's Advisory Council on Federal Library Programs recently to the individual, to individual libraries, various associations, library schools, & State Library agencies.

Tyer, Travis, "Continuing Education for Librarianship in Illinois,"
Illinois Libraries 56, 6 (June, 1974) 442-454.

This comprehensive review of the wide variety of continuing education activities sponsored in Illinois indicates that developing the skills of the staffs of eighteen library systems (established by the Illinois Library Systems Act of 1965) ranks as a high priority in actuality as well as in principle. Education and training activities in Illinois 1966-1970 are reviewed and illustrated by tables before more recent efforts are considered. Among many workshops, the 1974 spring workshop on "New Measures of Library Effectiveness" featuring Dr. Ellen Altman was cited as especially effective. Also reviewed are the efforts of Illinois library associations, and of library schools, where special efforts have been made to accommodate class schedulings to allow employed students to participate. (These courses remain heavily credit-oriented.) Survey does not include activities of library and media personnel employed in schools nor those employed in academic institutions; nor is there any coverage of the activities carried on by libraries to meet the needs of their own staff members (except those of the Illinois State Libraries). Recommendations for future planning include emphasizing more the needs of the library community at large rather than those of special libraries; including all levels of library employees; finding ways and means to build incentive in trustees and staff members to participate and to profit from these activities.

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Tyer, Travis E., Ed.

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Ideas are presented on current practices in the continuing education of library personnel in the midwestern United States, with some emphasis on the role of state libraries and library associations. Allan B. Knox, Director of the Office of Continuing Education and Public Services, University of Illinois at Urbana-Champaign, contributes the lead article on the philosophical and theoretical aspects of continuing education for librarianship. Allie Beth Martin, Director, Tulsa-City-County Library System, contributes a model for a coordinated program for all library personnel and involving all relevant agencies and organizations. One other area that has great potential is the new thrust toward individualized instruction. The article on Lincoln Open University discusses the program in Illinois. Other articles focus on current activities in five midwestern states--Illinois, Missouri, Ohio, Michigan, and Wisconsin. The final article is a selected annotated bibliography on continuing education 1965 to date, citing books, periodicals, and ERIC documents. (Author/SL)

The first step in long-range planning for Wisconsin's library personnel needs was taken in January, 1974, with the appointment of a Steering Committee and Task Force on Library Manpower and Education to determine library personnel requirements in the state for 1975-1985, to determine library education resources in degree programs and continuing education programs, to develop recommendations concerning library education programs, and concerning certification requirements for library personnel, and to develop a model for continuous updating of information about personnel needs, library education and certification. Various institutes in 1973-74, most of them one day sessions, were held on current issues. A new communication concept, Educational Telephone Network (ETN) involves the use of open-air telephone lines allowing participants to hear and question guest speakers from across the country, with outlets in libraries, hospitals, county courthouses as well as on university campuses, dealing with: basic library management, service to the aged and to children, assistance to trustees, church/synagogue librarians, school/media specialists, health science librarians, etc. Wisconsin school librarians with a bachelor's degree are required to earn six credits within a five year cycle; librarians with a master's degree are given salary increments based on participation in continuing education programs, but many public librarians have difficulty arranging for released time to attend classes, seminars or institutes. Few public libraries have an incentive program for encouraging staff to continue formal or informal education. Yet many public librarians make individual sacrifices of personal time and money to participate in various programs offered.

Wisconsin Department of Public Instruction, Division for Library Services,
Final Report of the Task Force on Library Manpower and Education to
the Council on Library Development. Madison, Wis. June, 1975.

A Survey of heads of campus-based library/media education programs showed that continuing education programs are specially needed for library administrators: in areas of participatory management, working with unions, dealing with government agencies, and justifying budgets. Continuing education was shown to be considered important for all types of librarians, but especially public librarians. At least half of the persons employed in libraries or media centers, with professional education beyond the bachelor's level, favor some sort of continuing education as a prerequisite for promotion to positions at a higher level. A majority of persons at every level believe that the library, media center, or institution of which it is a part should provide or participate in a regular program of in-service training designed to meet staff development needs. 70% agreed leaves of absence should be granted for appropriate formal study, but fewer than half felt that tuition should be paid in such instances. Administrators of all types appear to give higher weight to continuing education as a qualification for promotion or salary advancement than do staff members. Local or system-based staff development programs are highly regarded by all; attendance at workshops (with expenses paid) is especially popular.

(See pp. 41-8, 67-8, 74-5)

5.3. PROGRAMS IN OTHER FIELDS

5.3.1. ENGINEERING

Babcock, Daniel L. "B. S. and M.S. Programs in Engineering Management," Engineering Education, 64 (November, 1973) 101-104.

The engineering management program at the University of Missouri-Rolla began as an interdisciplinary program in 1965 and has developed a mature philosophy of the role of a university department of engineering management and its relationship with other disciplines. Many of the students at Rolla are technical people who wish to remain connected with technology, but who wish to grow into some management application of technology. About 13% of them already possess an M.S. in engineering or science. Requirements of the graduate Master of Science program are detailed after those for the undergraduate. The Department believes that engineering management programs of this type will find growing acceptance and will occupy an established position in the engineering career field.

Biedenbach, Joseph M. "Industrial Video Tape Applications to the Continuing Engineering Studies Programs." IEEE Transactions on Education, 13 (November, 1970), 186-189.

An industrial training program designed to bring continuing engineering educational programs to several thousand engineers is described; the plants are distributed in a wide geographical area, the courses on a flexible time schedule, using a practicing engineer's time effectively and efficiently, while using good teaching and learning techniques. Using video tape as the teaching media and supplementing this with textbooks, especially adapted study guide materials, visual aids designed for TV presentation, and an associate instructor at the plant location to act as a resource, a successful engineering personnel educational program has been developed economically that can be used at any plant location.

Bradley, Francis X. "Projects and Federal Relations," Engineering Education 63 (November, 1972) 89-90.

After questioning present policy of granting federal funds only to accredited institutions, the Continuing Education Studies Division of ASEE is developing a proposal for a national study that could become the basis for needed reforms in continuing engineering education, after reaching a consensus on these points: 1. certification of continuing educational courses and crediting units is needed; 2. Course credits in the form of transferable, certified, continuing educational units are also needed; 3. standards of admission must be flexible and academically respectable; 4. the use of advanced educational technology needs to be made available universally; 5. there should be an independent, national center for coordination and communication serving all the above needs.

Goldberg, Edward D., and Gray, Irwin, "Management Development for the Practicing Engineer," Engineering Education 64 (November, 1973), 105-107.

The industrial management program at the Polytechnic Institute of New York has been offering a successful program for a master's of business administration to students wishing to negotiate a career change from straight technical work to management-oriented work. The curriculum makes adjustment to correct deficiencies in the background of the students, while building on the strengths. Quantitative models are recognized as inappropriate since managers must often deal with non-quantifiable factors, and since almost all participants have had almost no background in the behavioral sciences.

Katz, Israel, "Factors Affecting the Choice of Instructors for Continuing Engineering Studies Programs," in CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 115-120.

Various needs of engineers which require continuing education are reviewed, together with factors which often motivate engineers to want continuing education. Ten criteria by which continuing education can be measured are given. The advantages and disadvantages of short-courses vs. stretch-out courses, of in-plant courses and live-in courses, or remote classes and mid-career programs are discussed. Five criteria for selecting instructors for such courses are listed. Factors which encourage faculty to engage in continuing education courses are itemized, as are those which discourage such participation. Factors encouraging those employed in industry to want to teach in such courses are also listed, as are those which inhibit such activity. An analysis of the participants in the Continuing Engineering Studies Program at Northeastern University concludes the study.

Katz, Israel, "New Horizons in Engineering," in CES Directors Handbook, ed. Frederick Burgwardt and Joseph M. Biedenbach, Washington, D.C.: American Society for Engineering Education, Continuing Engineering Studies Division, 1975, pp. 179-184.

Outlines the trends in engineering practice and education; the demands for mobility; the new engineering frontiers in all the various fields; future probable developments in the management of engineers, in the interrelationships of engineering to science and the community. Seven suggested readings.

Kazmerski, J. L. et al. "A University-Industry Approach to Continuing Education for Engineers," IEEE Transactions on Education, E-18, 3 (August, 1975) 155-158.

A cooperative university-industry approach to satisfying continuing education needs for engineers is presented. The effort involves the Department of Electrical Engineering at the University of Maine and Fairchild Semiconductor, South Portland, Maine. Due to the distance of the center of science and engineering education from the industry, a program has been set up which includes courses offered in-house at Fairchild via closed-circuit TV, a commuting professor, and Fairchild engineers who have qualified for admission to the graduate faculty. A unique semester on campus grants the student-engineer a paid industrial sabbatical. Degree candidates culminate their M.S.E.E. program with a work-related thesis. The in-house courses, which are specifically designed to meet the joint requirements of the student and the industry, are open to all engineers, whether degree candidates or not.

Kriegel, Monroe W. "1972 FEANI/UNESCO World Seminar on Continuing Education of Engineers," Engineering Education, 63 (May, 1975) 605-606.

The first World Seminar on Continuing Education of Engineers was held in Helsinki, Finland, August 21-24, 1972, marking the "coming of age" of continuing education for engineers. Conclusions and recommendations of this seminar included the recognition of continuing education for engineers as necessary not only for them but for the improvement of the conditions under which people live. Engineers need not only to keep informed of technical developments, but need also to change their job from time to time. An international working group to be established by UNESCO was called for, the meeting of engineers from throughout the world, and the free exchange of

information on continuing education for engineers. Thirteen resolutions spelled out the details of these recommendations.

Smith, David B. "Graduate Engineering Management With Flexible Options," Engineering Education, Vol 64 (November, 1973) pp. 108-111.

Drexel University's graduate program in engineering management and its objectives are explained. The major objectives are: 1) to provide academic training in the management area for the technical graduate moving into a management position; 2) to provide a program which is academically sound and stands alone, yet takes advantage of the university resources; 3) to be financially viable and self-sufficient. Academic requirements, major area courses sequence, thesis or research, general electives and major course options are given, which include courses in major information systems and interdisciplinary groups. There is no conflict at Drexel between the conventional M.B.A. programs and the engineering management programs, and the author explains the reasons why.

5.3.2. LAW

Bergen, Kenneth W. "A Report on Continuing Legal Education in Massachusetts," Massachusetts Law Quarterly 59 (1974-1975), 367-374.

Law schools have generally not become involved in the education of practicing lawyers in Massachusetts, as elsewhere (except for Harvard's two-week seminar programs and Boston University's graduate tax program). Before 1969 the two bar associations in the state that sponsored continuing legal education programs were the Massachusetts Bar Association (MBA) and the Boston Bar Association (BBA). In 1969 an independent non-profit corporation was organized for the purpose of carrying out the responsibilities of the two bar associations for continuing legal education, named the Massachusetts Continuing Legal Education, Inc. (MCLE), with representatives of the two associations. MCLE is now a viable, financially independent entity, recognized as one of the better continuing legal education organizations in the country. MCLE's handbooks are in constant use in the law offices of the state; it is now developing programs and cassette tapes, which will become available for audio and video instruments in law libraries throughout the state. Stations WGBH and WGBY (in Boston and Springfield) are arranging to show MCLE legal education programs. The movement for making continuing legal education mandatory has gained momentum in 12 states, and MCLE will presumably play an important role in connection with educational requirements entailed in recertification and specialization.

Gold, Neil, "Continuing Legal Education: A New Direction," Ottawa Law Review 7 (Winter, 1975), 62-84.

It is recognized that legal education is a lifetime process, yet it has taken the threat of government intervention to stimulate various initiatives to promote legal education. The history of continuing legal education, originated in the United States, is reviewed, with the view that it is inevitable given the trend toward specialization. Still more cooperative effort is recognized as the great need, together with the correlation of information with other disciplines such as sociology, psychology, and psychiatry. Canadian law associations and universities do not yet communicate with one another; more collaborative effort such as that exemplified between the University of Denver and the Colorado bar associations is what is needed. The development of a law center in Ontario is urged.

Janofsky, Leonard S. "Should a Lawyer's License to Practice Be Good for Life?" California State Bar Journal 48 (March-April 1973), 121-125.

A Senate resolution in the California legislature in 1971 called on the State Bar to file with the Senate Committee a plan for continuing education for lawyers. Since then the state legislature has enacted a bill authorizing the renewal of licenses for dentists upon the completion of 80 hours of acceptable continuing education; a similar proposal has been made for accountants by the California State Board of Accounting. The California State Bar has since authorized a voluntary pilot program of three years, to be followed by relicensing in five-year periods dependent on compliance with minimum standards of continuing education. Formal and informal methods of education are being tested; the formal including programs by accredited agencies or institutions, the informal--unaccredited educational programs such as conventions.

Kenison, Frank R. "The Continuing Contribution of Robert A. Leflar to the Judicial Education of Appellate Judges," Arkansas Law Review 25 (Summer, 1971), 95-104.

Several Justices of the Supreme Court of the United States and other outstanding justices pay homage to the man who began the Appellate Judges Seminar at the New York University School of Law, a position he still holds. The New York Seminar has resulted in other forms of continuing education for judges in Alabama, California, and the Pacific Northwest. Professor Leflar is rated as the outstanding judicial educator for appellate judges in the United States.

Kornblum, Guy O. "A Model for Post-J.D. Specialty Education," Trial 8 (1972) 39-40.

The first joint civil advocacy program for lawyers, held in Hastings College of the Law and co-sponsored by the College and the American Trial Lawyers Association brought 400 lawyers to Hastings from 40 states. All lectures, demonstrations and panels were videotaped. The National College of Advocacy, as it was called, is a major step toward post-J.D. degree specialty training, part of California's efforts toward developing courses and standards for certification. Specific proposed requirements for certification are discussed, to achieve or to maintain competency in the field of advocacy. A questionnaire sent to participants showed many came as either solo practitioners or were practicing with small attorneys' offices and medium size firms. There was a roughly even distribution of persons from different age groups, a bare majority of persons came from large cities, a significant number from rural and suburban communities. Five references.

Miller, John T. "CLE for the Government Lawyer: The Proposed Federal Administrative Justice Center," Administrative Law Review, 24 (1972) 355-362.

A proposed Federal Administrative Justice Center would be responsible for encouraging and supporting continuing legal education for lawyers employed by the federal government. S.597, proposed by Senator Edward M. Kennedy and Senator Charles McC. Mathias, grew out of recommendations of the American Bar Association and the Administrative Conference of the United States. Administrative and curricular aspects of the proposed center are explained, and some of the benefits.

Miller, John T. "The Education and Development of Administrative Law Judges," Administrative Law Review, 25 (Winter 1973) 1-7.

Author advocates the institution of continuing legal education for administrative law judges similar to that provided for newly-appointed federal judges (Federal Judicial Center) for state and municipal judges (National College for State Trial Judges at the University of Nevada) and for local judges at the Academy of the Judiciary formed in New York in 1967. Good administrative process needs continuing legal education to meet present and new challenges, needs forums where problems may be discussed with understanding and courage, and it needs intelligent criticism and none of these can be effected without cooperative efforts; nor will they endure without institutional review.

Parker, Douglas H. "Periodic Recertification of Lawyers: A Comparative Study of Programs for Maintaining Professional Competence." Utah Law Review, Summer 1974, pp. 463-490.

Stephenson, Raymond C. "Continuing Legal Education" Kentucky State Bar Journal, 35 (January, 1971) 45-47.

After a brief discussion of five dimensions of continuing legal education and the practical advantages of some sort of apprenticeship as a form of it, the author laments the discontinuance of the latter practice in the Louisville area as unfortunate.

Tamm, Edward A. "Advocacy Can Be Taught--the N.I.T.A. Way," American Bar Association Journal 59 (June 1973) 625-626.

The origin and successful launching of the program by the National Institute for Trial Advocacy at Boulder, Colorado, is described by one of its participants; a four week intensive program with the primary emphasis on learning by doing, proving that advocacy can be taught.

Voorhees, Theodore, "Quality Control in the Law Firm: The Partners" The Practical Lawyer, Vol. 18, No. 4, (April 1972) pp. 35-40.

The most spectacular and expensive legal mistakes are likely to be made by older lawyers; this, at the summons by the Securities and Exchange Commission of some law offices, should be a reminder that senior partners of a law firm need need continuing learning. Quality control should imply no major advice, decision, legal document or other law office work should gain final form or leave an office without the concurrence of at least a second partner. Weekly office or department meetings, or team meetings, also furnish educational opportunities for participants. Continuing legal education on a systematic basis would suggest one partner should be assigned the duty of monitoring all CLE program announcements; wide participation of the members of an office in the conduct of CLE programs, and various self-regulating methods such as going to the text of the law itself, maintaining a desk book of decisions, kept up to date, keeping consultant lists, etc.

Wolkin, Paul A. "A Better Way to Keep Lawyers Competent," American Bar Association Journal 61 (May 1975), 574-578.

The movement toward mandatory legal continuing education is traced through the states, and the consumer movement is seen also as seeking legal competence. Also cited in support of a mandatory system is the Code of Professional Responsibility, Canon 6. The history of recent continuing legal education is traced from the period following World War II; postadmission legal education is conducted professionally now in two-thirds of the states but only a relatively small portion of the bar participates in depth in these educational opportunities. Yet rulings of state supreme courts, e.g., those of Iowa and Wisconsin cite continuing legal education as urgently needed for the competent practice of law. In lieu of mandatory legal continuing education, the author proposes as more effective and beneficial a monitoring system operated by the bar to investigate complaints of incompetence and to prescribe and require remedial measures. The advantages of such a system would be that it would be selective and better designed to meet specific needs; it would improve and preserve the integrity of continuing legal education programs; it would tend to inhibit incompetence practice; it would advance the relations of the bar to the public; it would be more likely to improve legal services than a blanket mandatory law.

5.3.3. NURSING

Alkon, Norma, "Continuing Education Strategies for a Human Service Network," A Case Study in Interdisciplinary Education, Journal of Continuing Education in Nursing, Vol. 6 (July-August, 1975) pp. 12-15.

Account of a three-day workshop on the care of drug addicts at Adelphi University which had as its objectives the improvement of understanding between professionals and paraprofessionals and the upgrading of knowledge and skills of nurses and others in continuity of care. Groups were structured informally into dyads, fours and eights and interchanged their feelings and experiences. Evaluation of the workshops led to its repetition in other hospitals and agencies, with interagency personnel cooperating much better.

Bolte, Irma M. "Continuing Education; Curriculum Planning in Two Key Issues," Journal of Continuing Education in Nursing, Vol. 5, No. 1 (Jan.-Feb. 1974), 41-44.

The author discusses two key issues confronting curriculum planning in continuing education: 1. What is the role of the university in the continuing education of nurses? 2. Where should financial support for continuing education in a university come from? Many universities claim a commitment to continuing education, but few demonstrate this by an adequate budget. Administrators need to ask themselves what the great health problems are and then what resources they have to bring to bear on them that may be unique and important to the adult population available to them. Given the willingness to provide such programs, the author is convinced that such programs can be fully supported on a fee basis, e.g. \$40 per CEU. Future directions for continuing education in nursing call for developing flexible design models, the adoption of various new learning media, a strong faculty, evening and weekend hours, and planning programs one semester in advance. The suggestion is made that at least 50% of programs offered each year should be new, and at least 10% of these innovative and exciting. Seven guidelines for continuing education curricula are given in the conclusion.

Carlley, Charlotte A. "Development of a Plan for a Statewide System of Continuing Education in Nursing," Journal of Continuing Education in Nursing Vol. 5 No (Jan. Feb. 1974) pp. 13-20

Three Indiana nurses collaborated to form a plan for a statewide system of continuing education for nurses in 1972-1973. The plan utilized and coordinated existing professional resources in the state. A statewide planning committee (ISPCEN) slowly developed wide support among Indiana's 30,000 nurses. A Statewide survey revealed that while the majority of nurses favor continuing education the two chief barriers to pursuing it are the time and location of offerings. Recommendations for the development of the program include winning equal recognition for continuing education alongside other nursing education programs, obtaining financial support for this by 1977, utilizing Indiana's vocational technical college system, interdisciplinary teams planning and conducting programs, legislation for requiring continuing education for renewal of registration, state scholarship funds, etc. Reasons for successful development of the continuing education effort in Indiana and its effect on nursing in Indiana conclude the study.

Cates, Mary E. "Philosophical Concerns and Issues in Continuing Education," Journal of Continuing Education in Nursing, Vol. 6 (March-April, 1975) pp. 6-7.

This is a call for a philosophy of continuing education for nurses that will include not only nurses but also all those included in the health disciplines, and that will acknowledge the responsibility not only of individual nurses, but also of the administration of nursing personnel.

Cooper, Signe S., ed. Critical Issues in Continuing Education in Nursing. Madison: University of Wisconsin, 1972. ED 097 554.

The National Conference on Continuing Education in Nursing provides for nurse educators who are responsible for providing continuing nursing education. Papers presented at the conference are: Philosophies of Continuing Education, Theodore J. Shannon; Philosophies of Education--Implications for Continuing Education in Nursing, Edith V. Olson; Developing a Model for Consumer Health Education, William L. Blockstein; The Adult Educator as a Change Agent, Burton W. Kreitlow; Competencies Expected of the Teacher in Continuing Nursing Education, Signe S. Cooper; the American Nurses' Association (ANA) and Continuing Education, Audrey F. Spector; ANA Special Project in Continuing Education, Sister Jeanne Margaret McNally; Continuing Education as a Requirement for Relicensure: What Are the Issues? Maura Carroll; Introducing the Continuing Education Unit, Paul Groggan; Exploring the Federal Scene, Mary Hill; Continuing Education--A Western Council on Higher Education for Nursing (WCHE) Seminar, G. Marjorie Squares; Continuing Education Activities of the Southern Regional Education Board (SREB) Project in Nursing Education, Helen C. Belcher; Regional Approach to Continuing Education for Nurses in New England, Eileen Ryan; Regional Planning in the Midwest, Emily Tait; North Central States Planning Project, Signe S. Cooper. References, resources persons, and conference participants are listed.

Egelston, E. Martin, "Professional Membership or a Necessity for Relicensure," Journal of Continuing Education in Nursing, Vol. 5, No. 3 (May-June 1974) 12-20.

In view of the recommendation of the Presidential Commission on Malpractice, states are revising their licensure laws and requiring periodic reregistration based upon proof of participation in approved continuing medical education programs. Eight state medical societies and four medical specialty societies require or are preparing to require continuing education as a condition for membership. State licensing boards in Kansas, New Mexico, and Maryland have established mandatory continuing education requirements. Nine states have mandatory relicensure provisions. Thirty-one states have continuing education requirements for nursing home administrators. But licensing boards have great difficulty in assessing the value of various continuing education programs. There is a tendency for professional groups and boards to use accredited college and university courses. Requirements as to length of program content, etc. vary significantly. Follow-up assessments of the effectiveness of courses are lacking. States and professional associations are becoming the accreditors of programs, and the lack of uniformity in standards and procedures among the states threatens to hinder reciprocity in licensure and the mobility of health professionals. Various questions regarding the future of CEU's are raised that need answers.

Fischer, Joan "Adult Education for Foreign-Trained Nurses," Adult Leadership
21 (January 1973) 238-240.

To enable foreign-trained nurses to improve their basic English, the Hospital Research and Educational Trust of New Jersey (HRET) set up a program in English Comprehension, utilizing a full time master teacher and instructors, and material that was self-directional or programmed to provide individualized instruction. Success of the program indicates the value of such programs wherever there are foreign-born nurses.

Fresolo, Dorothy T. "Teaching Rounds: A Way of Providing Continuing Education" Journal of Continuing Education Vol. 5, No. 4, (July August 1974) pp. 10-13.

Teaching rounds is shown to be one way continuing education can be provided for all levels of nursing personnel, given an innovative and energetic instructor employed full time for the evening shift, and a staff interested in learning and willing to offer suggestions for programs. The procedures followed at Peter Bent Brigham Hospital in Boston are reviewed. Topics are planned to provide information in smaller blocks of time, with audio-visual aids and handouts prepared and studied in advance; accurate records are kept and individuals allowed to progress at their own pace. Follow-up to teaching, with ongoing evaluation, comes in daily practice.

Griffin, Gerald J. "Some Hazards for Continuing Education at the College Level," Journal of Continuing Education in Nursing 5, 1 (January-February 1974) 38-40.

Various questions are raised affecting the quality of nursing education, the frequent absence of the Master's degree among part time faculty, overburdened faculty, and the responsibilities of quality control.

Hatfield, Patricia, "Mandatory Continuing Education," Journal of Nursing Administration, 3 (November-December 1973) 35-40.

Many questions related to continuing education in nursing are raised that need solution before continuing education is made a law; many of them are related to the nature of adult education, e.g., adults learning best when objectives appear relevant to their needs, so that individual learning needs must be identified first. Eight questions related to continuing education are raised, concerning the identification of the nature of continuing education and whose personal and fiscal responsibility it should be. Preparing independent learners, resolving conflict between education and service, and improving nursing administration imply that the responsibility for improved patient care, in this author's view, is a shared one, whereas mandatory education places the entire responsibility on the practitioner. Possible/probable outcomes are considered in detail and alternative methods of improving patient care are suggested, with the conclusion that until thoughtful exploration provides us with more definitive reasons for making continuing education mandatory, there seems to be good reason for delaying such a step.

Knowles, Malcolm S. "Barbara Stevens' article 'Mandatory Continuing Education for Professional Nurse Relicensure: What are the Issues?'" Journal of Nursing Administration 3 (November-December, 1973)

Author takes issue with Mrs. Stevens' opinion that nursing has failed to instill an appropriate model in nurses, since it is his impression that nurses have done better in this regard than have doctors, engineers, architects, and educators. The question in his mind is not the failure of some nurses to learn the proper role, but will the profession as a whole organize itself unless continuing education becomes an integral part of its professional practices? Can the nursing profession construct and continuously update models of the competencies required for adequate performance of the various functions inherent in the various nursing roles, and can it construct a variety of alternative learning modules to assist nurses in developing these competencies under a variety of circumstances? Can the profession develop diagnostic procedures and tools to assist nurses in assessing their level of development of the competencies contained in the models and in evaluating their level of achievement?

Krekeler, Kathleen "Continuing Education, Why?" in Journal of Continuing Education in Nursing, Vol. 6 (March-April, 1975) pp. 12-16.

While a distinction should be made between inservice training and continuing education, continuing education implies a continuity in learning experiences from prekindergarten to postretirement.. Social legislation, medicare and new technologies have made continuing nursing education necessary. Efforts of the American Nursing

Association are compared to those of the other related medical professional associations in postgraduate study requirements. The history of the struggle between voluntary and mandatory continuing nursing education is touched on, and the actions of state legislatures in California, Utah, Louisiana, and midwestern states reviewed. Many questions relative to continuing nursing education are raised. Twenty-eight references.

Kuramoto, Alice M. "Professional Education and Its Implication for Continuing Education," in Journal of Continuing Education in Nursing, Vol. 5, (March-April, 1975) pp. 8-11.

Nursing is one of the last professions to make the move (from hospitals) to the university to educate its prospective practitioners. The American Nurses Association has strongly encouraged the upgrading of professional education of nurses, but the author urges the emphasis should be on competence and ability to perform the job well rather than the length of formal education. The Carnegie Commission on professional education recommended more flexibility in the professional school curriculum, and more differentiated rules for licensing. Author cites approvingly Houle's suggestion that a profession should be considered an ideal state toward which many occupational groups strive rather than a fixed level of achievement.

Lancour, Jane, and Reinders, Agnes A. "A Pilot Project in Continuing Education for Critical Care Nursing," Journal of Nursing Administration, Vol. 5 (October, 1975) pp. 38-41.

Five clinical nurse specialists in Milwaukee working in critical care units discussed their common problems in planning, teaching, and supervising clinical experience for an in-service education program for new nurse employees in their critical care units; they developed a continuing education program to meet the needs of a specific group of nurses and of their employing institutions. This article describes the motivation, planning, implementation, evaluation and restructuring of a course in Critical Care Nursing, offered at Marquette University in July, 1974; January, 1975 and each subsequent July and January.

Lewis, Frances Marcus "Continuing Education, a Service Agency's Response," Journal of Nursing Administration, Vol. 4 (March-April, 1974) pp.53-55.

The author outlines one agency's response to the need and provision for continuing education in nursing. All phases of program planning and implementation are discussed within the context of a teaching-learning philosophy which depicts the nurse as an active capable individual with the right to influence and direct her own learning experience. Specific program offerings are listed and explained, the ideas for which were derived from the perceived needs of the nurses, the current and obvious defects and strengths of present nursing services, and current emphases in nursing literature.

Mundt, Elida L. "Lighting the Candle--An Experiment in Cooperative Continuing Education," Journal of Nursing Administration, Vol I (Jan.-Feb. 1971) pp. 37-44.

This is a report of an experiment in faculty development by four hospital schools of nursing in the Chicago area. The author describes the objectives and rationale for a joint program of continuing education and events leading to its approval as a federal project grant sponsored by the Department of Health, Education and Welfare. (Successful public relations efforts had much to do in gaining support for the project.) Problems of organization are explored in detail, together with those of budgeting and implementation. Library books were loaned to new as well as to consortium members. Facilities were shared with considerable savings. Growth of individual faculty members is highlighted and evaluation results suggest the value of this experiment as a pattern for others not only for other faculty groups but also for nursing service staff of hospitals and similar health agencies.

National League for Nursing. "Importance of a Voluntary National Accreditation to Nursing Education." Landmark Statement of National League for Nursing. In: Journal of Continuing Education in Nursing, 6 (March, April 1975), 17-18.

The objectives of quality nursing education are summarized in regard to the promotion of excellence in educational programs; together with a strong affirmation of the advantages of voluntary accreditation in promoting creativity and change.

Piekarski, Marie L., "Responsibility of Associate Degree Nursing Programs in Continuing Education," Journal of Continuing Education in Nursing, Vol. 5, No. 1, (January-February 1973) pp. 34-37.

The role of community colleges and of associate degree nursing programs in continuing education for nurses is discussed. 7 references.

Stevens, Barbara J. "Mandatory Continuing Education for Professional Nurse Relicensure. What ARE the Issues?" Journal of Nursing Administration 3 Sept-Oct 1973. 25-28.

Mrs. Stevens identifies issues that should be addressed by groups considering making continuing education mandatory for professional nurse relicensure. Author claims nursing has failed to instill an appropriate role model in some occupational members, and claims that peer censure would be a better way to deal with unprofessional nurses than legal revocation of licensure, and discusses the problems anticipated in implementing licensure laws.

5.3.4. TEACHING

Borg, Walter R. 'The Minicourse as a Vehicle for Changing Teacher Behavior. The Research Evidence'. Paper presented at the annual meeting of the American Educational Research Association February 1969, Los Angeles. ED 029 809

Intended to test the effectiveness of the minicourse in changing specific teacher behaviors, the results of tests following the minicourse showed that teachers had retained most of the skills acquired in the course without the need of a refresher course.

Briet, Frank and Butts, David P. A Comparison of the Effectiveness of an Inservice Program and Preservice Program in Developing Certain Teacher Competencies. Paper presented at a meeting of the National Association for Research in Science Teaching, February 1970, Pasadena, California. ED 028 069

Indications are given that the total teaching experience had a great impact on inservice participants than on preservice participants, probably because inservice participants, having taught, could perhaps see a greater need for the type of help offered by the teacher education program.

Burdin, Joel L. and Mathieson, Moira B. "A Review of the Research on Performance-Based Teacher Education." In: Competency-Based Education, ed. by Richard W. Furns and Joe Lars Lingstedt, Englewood Cliffs: Educational Technology Publications, 1973, pp. 155-169.

Fourteen annotated citations represent serious attempts to clarify Performance-Based Teacher Education (PBTE) with several conclusions recurring several times, viz.: teacher education should be individualized and that internships are among the most important aspects of preparing educational personnel. This is followed by a bibliography with a brief description of the research program and a more detailed description of the results, frequently in the author's own words. Nearly every document is available on microfiche in the ERIC collection, so that access to the original document is easy. The 17th is a bibliography prepared by the American Association of Colleges for Teacher Education in collaboration with the ERIC Clearinghouse for Teacher Education.

Clegg, Ambrose A. and Ochoa, Anna. Evaluation of a Performance-Based Program in Teacher Education: Recommendations for Implementation. Seattle: University of Washington, College of Education, August 1970. ED 057 017

An experimental model for teacher education was implemented to build a field-based program using predefined behavioral objectives and performance criteria with an instructional program integrating theoretical knowledge with practical experience. Twenty trainees were selected for the program on the basis of grade-point average and a personal interview. Seminars were coordinated with concurrent classroom experience at progressively increasing levels of responsibility in three types of school. There was a 15% rate of attrition, due perhaps to the demands placed upon participants of performance-based programs; for some individuals, the constraints of performance criteria posed an insurmountable barrier.

Sandefur, J. T. Changing Teacher Behavior: A Description of Three Experimental Programs. Paper presented at the annual meeting of the North Central Association of Colleges and Secondary Schools, March 1971, Chicago. ED 049 168

The first of these compared the behavior of secondary education students in a conventional program with those in an experimental program, with the results that the students in the experimental program received the more desirable behavior ratings, although those in the conventional program received higher scores on the Professional Education section of the National Teachers Examination. The second was a follow-up and showed that teachers from the experimental group became significantly more responsible, more understanding, more kindly, and taught with more originality, were judged more attractive by their students, more poised, more confident, more mature and integrated and demonstrated more breadth in teaching. The third study received only limited treatment because the final report had not yet been written.

5.3.5. OTHER

Andrews, Neil C., and White, Charles H. "An Extramural Approach to Continuing Education in Remote Hospitals," Adult Leadership 21 (October, 1972), 126-127. 144.

Approving the three requisites for continuing education in the health profession laid down by Dr. Wesley Eisele, namely, that it be: 1) continuous; 2) based in community hospitals; 3) related to day-by-day activities. The author adds a fourth requisite: that it be related to the needs and capabilities of the adult learner. Adults have a need to be able to relate results of each class to their specific, usually short-range goals, and to contribute to the class what they have learned from their own experience. The author advocates one-day sessions devoted to crucial areas of health care, on the basis of successful programs of such a nature.

Brick, K. Continuing Education Model and Plans for Guided Independent Study. APTA of Maryland, Inc. Continuing Education Committee, 1976.

An educational systems model will be the basis for both long and short term planning for continuing education for the American Physical Therapy Association of Maryland, in cooperation with the University of Maryland, School of Medicine. The five steps in the process are discussed: the long-term goals, drawn from clinician, surveyed, state standards of practice and peer review, and new information in physical therapy; a preassessment of the prior levels of skill; appropriate instructional methods, such as workshops, led initially by persons skilled in leading personal growth workshops; post-evaluation of courses and instructors, and revisions where appropriate. CEU's to be awarded in cooperation with the University of Maryland, School of Medicine, Department of Continuing Education. An appendix on planned guided independent study, forms for self-assessment, a checklist of continuing education needs, and a personal learning contract are added.

Brown, Clement R., Jr., and Fleisher, Daniel S., "The Bi-cycle Concept--Relating Continuing Education Directly to Patient Care," The New England Journal of Medicine, Supplement to Vol. 284, 20 (May 20, 1971), 88-96.

A "Bi-Cycle" diagram is offered relating the patient care cycle to the continuing medical education cycle. It is suggested that the patient care cycle begin and end with the learner. This provides the feedback necessary for constant change, and keeps both cycles relevant to patient and learner needs. The patient care cycle begins with the interaction of patient and physician, health care team, and the compilation of a problem-oriented record, which is then abstracted for a computerized medical records system. Using a system of priorities, conditions which offer the greatest opportunity for improvement are selected for criteria development; an audit committee in each clinical department develops an optimal and minimal criterion practice description which is then offered to the parent clinical department. Following consensus concerning criteria data collection, actual practice takes place. Data concerning actual practice is evaluated against preset criteria and when there is a significant difference, a mandate for change is secured. The gap between the actual and criterion practice represents the improvement potential and actions for closing the gap can then be translated directly into educational program objectives. The educational cycle then begins with a statement of initial objectives, and possible further diagnosis to determine whether changes are required in the cognitive, skillful, or attitudinal realms, with a final evaluation in terms of improved patient care.

The Community College of the Air Force is the largest certificate awarding two-year college of its kind in the world, with a potential enrollment of approximately 570,000 students. Its main administrative offices contain a centralized computerized transcript service; it has an ongoing evaluative responsibility supervising all Air Force courses, which have eight primary areas of concentration and 79 subdivisions. The certificate program is divided as follows: technical requirements, 24 semester hours; related education, in communicative skills, science or mathematics, humanities or social sciences, physical education, 25 semester hours. Accreditation from the Southern Association's Commission on occupational education from the North Central Association. Project Transition, for those leaving the Air Force to learn marketable skills, is an important part of the Community College of the Air Force program.

Howard, Rutledge W., "Influences on Continuing Medical Education"
Rocky Mountain Medical Journal Vol 70 No. 7 (July 1973) 28-30.

Six state medical societies now require minimal amounts of continuing medical education (cme) for maintaining membership. State Boards of licensure in three other states have been given permissive legislation to require continuing medical education to maintain a license to practice. Dr. Howard indicates the reasons why this trend will be likely to continue. Hospitals are now required to provide a continuing education program for their staffs or for the staff to give evidence of participation in such a program. The report of the Committee on Malpractice of HEW recommends that cme be made mandatory for reregistration of license to practice medicine. The AMA has been recommending cme for years, of course, through its listings of courses of cme in the annual supplement to JAMA, its Physicians Recognition Award Program, its monthly national newsletter, and its establishment of a self-assessment resource center. The trend today however is to make participation in such programs mandatory, although Dr. Howard hopes they can remain non-punitive.

Mack, Elizabeth, "Inservice Training in the ASLIB Library and Information Department," ASLIB Proceedings 22 (1970) 260-266.

The training scheme developed for scientists in their first year after graduation is explained, the key to which is an open plan office arrangement, with the Information Officer handling a few inquiries personally but hearing what the assistants are doing and available for instant consultation and discussion. All actions taken are recorded. Staff are rapidly integrated into the service and feel that the effective but exhausting work that they do is valued and of mutual benefit. Through this inservice scheme the Information Department Library teams remain active, living, effective because of rather than despite their constantly changing constituents.

Tschirgi, Harvey, "In-House Training for Business Faculty," Improving College and University Teaching, 21 (Summer 1973) 215-219.

A questionnaire to all colleges and universities accredited by the American Association of Collegiate Schools of Business reveals the percentage of those utilizing in house formal training efforts. Strengths and benefits of existing programs are illustrated. After indicating problem areas of existing programs, successful programs were found to be those which had programs developed out of faculty needs that were carefully planned and offered faculty clear-cut advantages.

6. ADULT EDUCATION

6.1. BIBLIOGRAPHIES AND DIRECTORIES

Adult Education Dissertation Abstracts. 3 vols. Published by the Adult Education Association of the USA.

One volume covers dissertations from 1935-1962 (ED 069 967), another from 1963-1967 (ED 044 537), and the third from 1968-1969 (ED 052 450). Each bibliography contains citations, abstracts and ordering information. Studies are classified by broad subject headings used in the former ERIC Clearinghouse on Adult Education.

College Entrance Examination Board, The New York Times Guide to Continuing Education in America, ed. Frances Coombs Thomson. New York: Quadrangle, 1972. 811pp.

Although libraries today frequently provide services that are indispensable to independent students working for degrees/credit, they are not yet what they must/will become for the 149 million Americans engaged in some sort of continuing education, especially the 8 million so engaged outside the traditional educational system. Of the 25 million Americans presently in need of vocational/technical training of some sort, for instance, we are told by the U.S. Office of Education that only 10 million are getting it (p. 21). This book should serve as a major resource for librarians approached by some adult in search of guidance toward some form of continuing education, since it describes America's educational institutions offering opportunities for continuing education: 2,100 classroom institutions and 180 correspondence schools. Also described are the organizations active in continuing education; information about College-Level Examination Programs (CLEP), and Tests of General Educational Development (GED); institutions that award credit on the basis of CLEP scores; and books of general interest to adult students. An index of institutional descriptions makes this an invaluable reference tool in counselling adults seeking their way to some institution that can help them fulfill their felt educational needs.

Darkenwald, Gordon G. Postsecondary Continuing Education: An Annotated Selected Bibliography. New York: Columbia University, 1974.

This annotated selected bibliography is confined to continuing education sponsored by colleges and universities, professional associations, and business and industry. Items were selected for inclusion on the basis of subjective assessment of quality, interest, relevance, contemporaneity, and availability. The bibliography is organized into 10 sections as follows: 1) historical and institutional backgrounds, 2) the policy dimension, 3) university extension; 4) adult degree programs, 5) the external degree, 6) the community college context, 7) continuing education in business and industry, 8) continuing professional education, 9) continuing education for women, and 10) bibliographies.

Department of Health, Education and Welfare. Adult Education: Special Experimental Demonstration and Teacher Training Projects. Fiscal Year 1974. Washington, D. C.: Bureau of Occupational and Adult Education, DHEW, 1974. ED 099668.

Under the stimulus of Federal funding the number of State Departments of Education having Directors of Adult Education has increased since 1965 from less than 10 to 50; the number of graduate programs has grown from 14 to over 100; and public adult education programs are now offered in over 10,000 local education agencies. The report provides an account of how the U. S. Office of Education's discretionary adult education program for Fiscal Year 1974 attempted to meet such challenges as reaching those adults most educationally disadvantaged; linking these efforts to adult career education; providing strong inservice training programs for educators, trained and oriented to other pursuits; and providing pre-service programs to develop full time professionally devoted adult educators. The report is organized in two parts, providing descriptions of adult education special experimental demonstration projects and of teacher training programs, funded under the adult education act. Fiscal summaries are given of grants awarded.

Grabowski, Stanley-M. Research and Investigation in Adult Education, 1971 Annual Register. Washington, D.C.: Adult Education Association of the U.S.A., Syracuse University, New York. ERIC Clearinghouse on Adult Education, 1971. ED 056 263.

An annotated bibliography, this publication includes 578 items of research or investigation in adult education (from 1970-1971) covering: adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Also included is an author index and a listing of other publications of the ERIC Clearinghouse on Adult Education.

Grabowski, Stanley M. and Glenn, Ann C. Directory of Resources in Adult Education. De Kalb, Illinois: ERIC Clearinghouse in Career Education, Northern Illinois University, 1974. 137pp. ED 097 413.

Designed to guide the uninitiated to the sources of information on continuing education, this document consists of seven sections of adult education information sources: 1) national adult education associations, describing the intent and services of each; 2) adult education periodicals, outlining the scope of each; 3) information systems, listing the locations of the Educational Resources Information Center (ERIC) microfiche collections, the 16 ERIC Clearinghouses and other information systems, with a brief outline of their scopes; 4) information search services--listing computer search services using the ERIC data base; 5) other resources--a list of individuals and agencies that may be of assistance in information gathering; 6) graduate programs in adult education--source of information and relevant documents; and 7) adult education "classics" and a list of adult education publications.

Griffith, William S. and Cloutier, Gilles H. A Directory and Analysis of Degree Programs for Preparing Professional Adult Educators in the United States. Chicago: University of Chicago, 1972. ED 058 540.

This study examines the current and planned status of opportunities of training for adult educators in the United States through programs especially designed to meet their needs, as indicated by the degree programs and curricula offered and projected by institutions of higher education. Following the Introduction (Chapter 1), Chapter 2 presents a Review of the Literature on Training Opportunities for Adult Educators. Chapter 3 consists of a description of the procedures used in identifying the sample and in collecting the data. Chapter 4 is a summary and listing of the data collected. Chapter 5 includes a comparison of the present and previous studies and also sets forth the authors' conclusions and interpretations of the data, as well as their suggestions for subsequent studies and procedures for maintaining current information on the degree training opportunities for adult educators. The instruments used in the data collection are included in Appendix A. The names and addresses of the directors of all programs from which completed questionnaires were received are shown in Appendix B. Appendix C gives the names and addresses of four persons who were admitted to membership in the Commission of the Professors of Adult Education and who are directors of additional programs not reported in the survey. A bibliography is provided, and 57 tables accompany the textual material.

A Guide to Educational Programs in Noncollegiate Organizations.

Project on Noncollegiate Sponsored Instruction. New York:
The American Council on Education/The University of the State
of New York, 1976.

With support from the Fund for the Improvement of Post-secondary Education, the American Council on Education and the Office of Noncollegiate Sponsored Instruction, the University of the State of New York, this 1976 Guide to Educational Programs has been published with programs focussed on education in the workplace--a location where about 13 million people receive formal instruction each year. "The Project links postsecondary education and noncollegiate organizations, including business and industry, government, and labor unions, by evaluating educational programs and courses sponsored by these organizations and establishing appropriate credit recommendations for them. Thus, the many persons participating in these high quality programs and courses are being assisted in gaining academic recognition for the learning they have acquired." The Guide lists over 600 courses sponsored by 38 organizations conducted throughout the United States. Of particular value is the set of criteria and procedures that have been developed for the evaluation system. These provide "postsecondary institutions with reliable standards on which to base credit awards. Moreover, these institutions may well attract and motivate more adult learners to enroll as full or part-time students if they grant academic recognition for the knowledge and competencies the students have acquired." For each course listed there are credit recommendations made, based on the careful judgment of subject matter experts using the evaluative guide, presented in the back of the volume.

Ingham, Roy J., Munro, B. G., and Massey, Romeo M. A Survey of Graduate Programs in Adult Education in the United States and Canada. Tallahassee: Florida State University, 1970.

Second in a series, this survey was designed to provide information about some aspects of graduate study in adult education in the United States and Canada. It differs from the first, dated July, 1968, in that only data likely to change appreciably in one year were included. Some of the major changes between the former and this report are: full-time faculty increased from 55 to 88; part-time faculty decreased from 82 to 78, but 96 faculty from other departments were participating in the adult education program; full-time doctoral students increased from 330 to 387; part-time doctoral students increased from 369 to 526. At the masters level, full-time students increased from 179 to 259; and part-time students increased from 556 to 753; a decline took place in the number of students engaged in writing their dissertation. The number of assistantships increased from 100 to 137; fellowships, from 22 to 44; and internships, from 55 to 77.

Kleis, Russell J. Bibliography on Continuing Education. East Lansing: Michigan State University, 1972.

This is the fifth in a series of updatings of this bibliography. Nearly three-fourths of the titles have appeared since the original list was prepared seven years ago. The bibliography is organized in 12 sections. Eight of the sections consist principally of books, each of which relates to a course, seminar, or institute of the program of Graduate Studies in Continuing Education at Michigan State University. One section includes research and bibliographical listings; another lists series publications of special interest to students of continuing education; and the final section includes periodicals and special publications. The title of the 12 sections are: General Overview of Continuing Education; Adult Learning and Methods in Continuing Education; Social Foundations and Social Significance; Continuing Education in Colleges and Universities; Continuing Education in Local Communities; Adult Basic Education; Continuing Education for Special Groups; Comparative Studies in Continuing Education; Physical Environment for Learning; Bibliographic Literature Reviews and Research in Continuing Education; Special Series Publications; and Periodicals.

Mahler, William A. "An Annotated Bibliography with Overviews."
In: Planning Non-traditional Programs: An Analysis of the
Issues for Postsecondary Education, by K. Patricia Cross,
John R. Valley, and Associates (San Francisco: Jossey-Bass,
1974), 175-218.

A survey of documents about educational programs, offered at the general post-secondary education level, that are unconventional, drawn largely from ERIC's 10,000 references related to this subject, from which the author reviewed some 1755 abstracts, selecting out 173, which are arranged under the following headings: General; Educational Needs; Student Characteristics; Guidance; Areas of Learning; Educational Technology; Institutions and Programs; Credit and Evaluation; and Governmental Regulation and Voluntary Accreditation.

Marin, Kat, Ed. and others. The New Schools Exchange Continuing Directory of
New and Innovative Schools in the United States and Canada. Santa Barbara:
New Schools Exchange, 1972. ED 063 803.

This updated directory of new and innovative schools in the U. S. and Canada lists over 700 schools at all educational levels. The schools are listed by states: information includes address, phone number, ages of students, date founded, tuition, ratio of students to teachers, and any special quality of the school. The directory also lists learning networks and regional clearinghouses devoted to alternative education.

Public Continuing and Adult Education Almanac. Washington, D.C. :
National Association for Public Continuing and Adult
Education.

This annual directory presents statistics of Public Continuing and Adult Education, a list of graduate programs, and alphabetical and geographical listings of NAPCAE members.

Stevens, Nicholas G. Adult, Continuing and In-service Education and the Library in Higher Education: a Bibliographic Check List. Kutztown State College, Pennsylvania: Educational Development Center, 1973. ED 095 860.

As an aid for educational change, a bibliography has been prepared in the areas of: trends and developments in higher education; science, technology, civilization and social change; the future and future research; the library-college concept; the articulation program; educational coordination; interinstitutional cooperation; transfer students; external degrees and open education; the library and the adult reader.

6.2. CONCEPTS, ISSUES AND OVERVIEWS

Andrews, Grover, "Nontraditional Self-Studies in Accreditation"
Proceedings of CLENE Assembly, Palmer House, Chicago, Jan. 1976

A form of self-study alternative to the usual procedures for accreditation has been developed by a committee of the Southern Association of Colleges and Schools: Reports to the Executive Secretary of the Commission to include a statement of the purposes and objectives of the study, with a timetable, organizational outline, resource personnel roster, description of methods of data collection, of evaluation and of format, style and organization of the final report. Also included in the procedure are progress reports, identification of problems and solutions. Examples of institutions who have used the procedure are: Vanderbilt University ('75), and the Universities of Houston, Miami and Louisville ('76).

Andrews, Grover E., Accreditation in Adult and Continuing Education Programs. Atlanta, Commission on Colleges, Southern Association of Colleges and Schools, 1973.

This study is based on the assumption that the public service function of higher education has a major role to play in the development of solutions to the current social crises within American society. It is a study of programs of continuing education in 560 member institutions of the Southern Association of Colleges and Schools. It is divided into three parts: the description of the existing programs in the institutions, the role of the Southern Association to these programs, and the consequences

of need and response to change coming from these. Though most of the institutions have articulated realistic and attainable goals, the weaknesses in the administration of these are: the lack of clearly defined administrative units, or of appropriate status for the unit and the administrative officer, insufficient resource allocation and insufficient full-time faculty and staff allocations. Programs usually took the form of conferences, workshops, short courses and institutes, usually held in the late afternoon or evening, and off-campus. Recommendations for the development of continuing education begin with a call for meaningful dialogue between representatives of the public and those of institutions of higher learning so that not only institutions, but federal, state and local governments become aware of the growing need for increased allocations of funds for the development and sustenance of public service programs, with correlative changes in the structure of organization and administration of institutions of higher education to bring academic programs in accord with these needs. Commitment to lifelong education demands a radical restructuring of the whole educational structure, following from the recognition of the public service function of higher education. Copious charts and tables provide the statistical detail for these observations, to which is added a list of references on continuing education. The whole report indicates the amount of work to be done before lifelong education can be realized.

Arnold, Jean M., and Otte, Max Robert, "Continuing Professional Education--A Joint Partnership," in Adult Leadership 22 (February, 1973), 250-51, 267.

Focuses on 1) some of the underlying concepts involved in forging joint efforts between universities and junior colleges to identify continuing education needs of professions; 2) the need to develop both long- and short-term objectives and philosophies; 3) the need to design strategies, activities directly related to these needs and objectives to utilize effectively all available and relevant resources. Obstacles to these goals are the lack of agreement existing with regard to the goals of adult education, feelings of rivalry caused by competition for target audiences, feelings of inferiority and fear of domination, differences in vocabularies, philosophies and methods of approach, and lack of clarity in the fields to be coordinated. Positive factors inducing cooperation are: pressure for better integrated services; marginality of adult education inducing educators to seek mutual support; search for personal growth of adult educators themselves; a need for allies in the struggle for recognition and financial support. Areas of complementarity between colleges and universities are seen as reasons for cooperation rather than rivalry.

Ast, Ray J. "Adult Continuing Education: Serving the State and Nation," Adult Leadership, Vol. 23, No. 3 (September, 1974), 69-71.

The author and organizer of the Adult Education Resource Center at Montclair State College, New Jersey reports on the development of the Center, its pre-service and in-service training program, adult educational materials, institutes, and programs, with the expansion of its staff from two to 29.

Backin, Samuel, and Check, King V., "Open Learning in American Higher Education: Some Perspectives, Some Concerns and Issues Ahead," in Designing Diversity: Proceedings of the 2nd Conference on Open Learning Sponsored by the University of Mid-America, June, 1975, pp. 75-79.

After a brief resume of the causes of the development of new programs in American higher education, three major categories are identified:

- 1) those awarding a certification-of-achievement, based upon examinations;
- 2) media programs operating for the most part on fixed delivery schedules;
- 3) learner-participative programs which are experientially oriented and which involve the learner in the design and evaluation of their own education.

Author suggests the need remains to avoid developing new rigidities, to insure that the basic objectives are educational, to remain sensitive to the need of quality control, to keep channels of access open to previously neglected clientele, to be aware of the tide returning to conventional ways of doing educational business, and to clearly define the meaning of open education to governmental agencies.

Boyer, Ernest L. "Breaking up the Youth Ghetto," in Lifelong Learners-- A New Clientele for Higher Education, ed. Dyckman W. Vermilye (Washington D. C. American Association for Higher Education, 1974) pp. 4-11

The author deals with the role of higher education in meeting the demand for lifelong learning and proposes that it is high time colleges and universities stopped serving as youth ghettos and started reaching out in new ways to new constituencies, making it more attractive for older citizens to use colleges as learning resources. This would require restructuring higher education making more flexible schedule arrangements, more of a mixture of informal and formal learning, campus apartments for people forty-five and older, etc., but could revitalize campuses not only financially, but spiritually as well.

Carlson, Robert A. Conceptual Learning: From Mollusks to Adult Education. Syracuse University, ERIC Clearinghouse on Adult Education, 1973. Occasional papers no. 35. ED 070 958.

After a brief analysis of conceptual learning in adult education and some philosophical implications for the practitioner, this review traces the intellectual and political growth of the adult education movement from Jerome Bruner and Jean Piaget. It lists recent seminal studies in the field and gives a series of relatively non-technical interpretations.

Carp, Abraham, Peterson, Richard, and Roelfs, Pamela. "Adult Learning Interests and Experiences," in Planning Non-Traditional Programs: An Analysis of the Issues for Postsecondary Education, by K. Patricia Cross, John R. Valley, and Associates (San Francisco: Jossey Bass, 1974), 11- 52.

Over three-fourths of American adults, it is found, are interested in some form of new learning, and one-third of these participated in some form of learning within the past year. In other words, 80 million Americans between the ages of 18-60 who are not full time students are probably interested in continuing their learning; there is, however, a substantial discrepancy between what most of them want to learn and what most colleges offer to teach. Vocational subjects rank first for 43% of them, followed by general education (13%), hobbies and recreation (13%), and home and family living (12%). Only 17% of these want college credit and only one in five feels that work toward a degree is an important reason for learning. The main barriers to the pursuit of their desire to learn are those of cost and of time. Most of them also prefer to learn not on a campus, but in group settings such as discussion groups, conferences, workshops, group action projects and most of them value learning not for its own sake but for the skills and pleasures to which the knowledge gained will lead. Four references.

Coles, E. K. Townsend, "Universities and Adult Education," International Review of Education 78 (1972) 172-181.

It seems to this author that most developed countries will need to give serious thought to higher education structured primarily on the use of mass media, with some form of continuing education for all citizens; however, as universities become more committed to adult education, separate departments functioning as multi-disciplinary teaching departments will be called into question. Increasing recognition of the need to take adult education as seriously as other forms of education is noted.

Commission on Non-Traditional Study, Diversity by Design (Washington D.C.: Jossey-Bass, 1974) 178pp.

Based on a series of research studies, the Commission of distinguished scholars recommends 57 suggestions relative to non-traditional study that plays such a large part in many contemporary forms of continuing education. Breakthroughs in counselling as much as in delivery systems are what we need to make full educational opportunity realistically available to all (1st). Public libraries, in their view, provide a "natural" center for providing student guidance and counseling (#8). Yet public libraries need to be strengthened tremendously to become the instrument for continuing education they might become. (#31) Professional librarians should become actively engaged in planning and collaborating with continuing education services. Creative ways are needed to promote this, and to coordinate library services with academic systems of education. (#34) Resources of communities and regions should be assessed to create an inventory of existing educational activities and to identify the total potential of existing programs, facilities and faculty. (#36) What is needed is a clearinghouse of information to be a repository of inventive efforts and a source of their dissemination throughout the nation. (#53) These and other suggestions point in the same direction as that in which CLENE is headed, and suggest a convergence of the two.

Connolly, John J. "New Careers: A Challenge to Adult Education," Adult Leadership 21 (December 1972), 187-188.

Although viewed by professionals as threatening, and by some assistants as dead-end positions, the New Careers Training Program endeavors to prepare aides for teachers, social workers, and physicians, and to free highly-trained professionals for more strictly professional functions. Adult educators should support the movement since traditional educational programs are not fitted to the value structure, the behavior patterns, nor the learning style of disadvantaged persons.

Cross, K. Patricia, "New Forms for New Functions." In Lifelong Learners--A New Clientele for Higher Education, ed. Dyckman W. Vermilye (San Francisco: Jossey-Bass, 1974), 86-92.

Arguing that academia has, until now, overconcerned itself with data, the time has come, it is argued in this presentation, to develop another model that includes also other equally important areas of human life--dealing with people and things. Following the Dictionary of Occupational Titles published by the U. S. Employment Service, the author notes that work is described by three major functions, insofar as it involves working with data, with people or with things. She proposes that education should develop a student's greatest talent to the point of excellence in one of these three areas, and to the point at least of minimal competence in the other two as well.

Cross, K. Patricia, Valley, John R. and Associates, Planning Non-Traditional Programs (San Francisco: Jossey-Bass, 1974) 263 pp.

Springing from the studies sponsored by the Commission on Non-Traditional Study established in 1971 under the sponsorship of the College Entrance Examination Board and the Educational Testing Service, senior authors in this symposium show the interrelatedness of the topics and their application to two questions: what are the needs of non-traditional learners? How can competence and performance be determined? (Should the content of the curriculum change as the student body changes? Should methods of evaluation as content and methods of teaching change?) The answers to these questions raise important implications for accreditation and local planning. An extensive bibliography, a survey of adult learning and an inventory of institutional resources make this book a valuable resource for adult education, accessible by a double index: of names and subjects.

Dave, R. H. "De L'Enseignement a L'Apprentissage," International Review of Education 20, 4 (1974) 447-463.

Lifelong education differs from the traditional educational system in that it that it takes its origin in the existential condition of the learner much more seriously; it is much more concerned with the evolutionary aspects of the learner. Traditional education viewed education as a preparation for life; continuing education ~~views~~ it as an integral part of life. Second part of the article gives examples of the practical differences this should make in the approach to continuing education.

De Sanctis, Filippo M. "Media et Materiels Pedagogiques dans le Contexte de L'Education Permanente," International Review of Education 20, 4 (1974) 474-485.

The media appear on the surface to be characterized by flexibility, diversity; universality and dynamism, and give the appearance of being a lifelong education in action; but their utilization by capitalist economies, the author implies, constitutes a reversal of this concept. "The author agrees with Marx that the style of consumption is not independent of the processes of production in a society-- rather, the production process creates its own type of consumption." Education in industrialized societies will achieve its purpose when teachers and students become aware of this and realize they can either undergo or initiate educational processes.

Dubin, Samuel S. "Obsolescence or Lifelong Education: A Choice for the Professional." American Psychologist 27 (May, 1972) 486-497.

The author demonstrates the extent of obsolescence through the half-life concept, and the threefold increase of abstracts in the life sciences. The meaning of obsolescence, its symptoms and causes and present efforts being made in the various professions to cope with it are surveyed, among them the highly successful Japanese Science Education Centers. Psychologists have a number of skills especially appropriate to continuing education, although adult learning as such is "almost virgin territory for the psychologist." (p. 493) The author supports Miller's judgment that the process model, requiring a learner to identify problems and to seek ways to solve them is the kind of self-assessment approach needed. Author notes the great need of counsellors to assist adults involved in midcareer changes and/or continuing education. Also recommended are regional advisory centers to provide counselling for adults, especially on college programs that are new, different, and experimental, and evaluation procedures to insure that programs are meeting their objectives. High priority items on the national scene are cited.

Farmer, James A., "Impact of 'Lifelong Learning' on the Professionalization of Adult Education," Journal of Research and Development in Education, 7, 4 (Summer, 1974) 57-67

Generally, in regard to adult education, we may say: 1) professionals are increasingly replacing amateurs; 2) there is a growing sense of professionalism; 3) specialized techniques are being developed; 4) we do have the formation of professional associations, though not yet of a predominant professional society; 5) adult education is a full time occupation; 6) there are a variety of institutions and government agencies contributing to the training of adult educators; 7) most forms of adult education were started voluntarily in response to observed needs; 8) adult education still suffers from a lack of autonomy due largely to it being viewed as marginal in relation to the rest of the educational enterprise. Faure's study Learning To Be and Coomb's study on nonformal education are cited as typical statements, together with alternative stances toward lifelong learning: those of the reactionary, of the conservative, of the liberal and of the radical. The former two will probably tend to become increasingly marginal in our society; and among the latter only those who promote lifelong learning will help adult education become increasingly relevant and effective. 36 references.

Gideon, Victor C., and others. Terminology about Adult Continuing Education: A Preliminary Structure and a Suggested Development Process. Washington, D. C.: National Center for Educational Statistics, 1971. ED 065 761.

This feasibility study of terminology, the first step in attempting to resolve some of the communication problems in adult/continuing education, describes the process used and reflects the current conditions in this area. In researching terminology use, attention was directed to current concepts; the extent of agreement concerning terms and definitions currently in use; the effectiveness of various cooperative processes, with emphasis on the Delphi process; and related factors. Part I focuses on background information and an overview of the project. Part II describes the participants, the context, and the objectives, along with a detailed history of the developmental process and of the various encounters and interrelationships that occurred. Part III presents a conceptual model of adult/continuing education. In the conceptual model, the educational process is presented as a dynamic system consisting of four basic processes--appraisal, facilitation, participation, and learning. Four basic recommendations are offered to facilitate the continuing work on the development of a terminology handbook. They are: expand the interaction between the Office of Education and professional practitioners; proceed with the project, use the Delphi process; and consider future work within the context of the development of an integrated data system for the whole education field.

Grabowski, Stanley M., ed. Adult Learning and Instruction. ERIC Clearinghouse on Adult Education and Adult Education Association of the U.S. Washington, D. C.: ERIC, 1970. ED 045 867.

Eight conference papers discussing adult learning, instructional theory, and related issues and practice are included in this symposium. Focussing on processes of educational change, the first paper considers how experienced teachers, educational theorists and researchers can cooperate in program planning. The next reviews adult instruction literature, educational strategies in terms of social games--learned cultural sequences--which create communication networks conducive to various kinds of learning. Next, adult educators are offered guidelines for competing more effectively for funds and program support. In another, Malcolm Knowles argues the importance of andragogy and suggests implications for adult learning environments. The next two look toward a differential psychology of adult learning and adjustment potential, and indicate how adult education might apply existing knowledge in motivating and working with adults and in choosing overall appropriate strategies. Finally, consideration is given to administrative responsibility for effective, relevant instruction.

Grabowski, Stanley M. Innovation Dissemination in Adult Education.
Keynote address given at HEW Region II Seminar on Innovation
Dissemination, New Brunswick, N.J., July, 1974. ED 097 486.

There is a distinct need for faster and greater dissemination of research results, especially for innovations in adult education. Suggested in addition to the usual methods of project publications, workshops, etc., the author suggests better interagency linkages, one-stop information centers, which would start with an information base and give also equal emphasis to people resources, keeping inventories of individuals and their competencies as references to be contacted; they would synthesize and analyze everything relevant to a topic and produce up-to-date "state of the art" summaries and would be facile at translating research language into language more familiar to the practitioner.

Grabowski, Stanley M., "Training and Development of Staff in Adult Education," Adult Leadership 21 (January, 1973) 237-240.

Many people in adult education are still part time/voluntary workers; most of them have received virtually no formal training. Author lists (from ERIC) eleven programs from processed documents in various states aimed at training aides to nurses, social workers, teachers, etc.

Grote, James R. "Community College Adult and Continuing Education,"
Adult Leadership 23 (6) (December, 1974) 176. 180.

Continuing Education means programs for occupational advancement or retraining for some, self-enrichment for others, the beginning or completion of degree programs for others; in essence it means serving the needs and demands of the adult population it serves. Colby Community College in Northwest Kansas serves a rural agricultural area of some 92,000 people, 70 % of which are over 18. Colby Community College is taking the viewpoint it is there to serve the educational needs of all the citizens of the area and is mobilizing adults to serve in volunteer programs to expand its services.

Hesburgh, Theodore M., Miller, Paul A., and Wharton, Clifton R.
Patterns for Lifelong Learning: A Report of Explorations
Supported by the W. K. Kellogg Foundation. San Francisco:
Jossey-Bass, 1973.

The presidents of the University of Notre Dame, the Rochester Institute of Technology, and Michigan State University join in this study to: 1) outline in general terms the nature of a learning society and how to go about achieving it; 2) to consider the relationship between continuing education and the academic community, the shaping of civic policy, and the creation of a new life style in the modern community; 3) to illustrate these general considerations with the specific efforts being made at Michigan State University to implement them there. Twelve recommendations are made in the first part in regard to curricular and national/international policy. The call to responsibility in the second part derives its urgency from the need for solutions to critical problems in society, from middle-aged citizens in need of help to adapt to technological changes; from the needs of the disadvantaged who have rights to equal opportunities even though they cannot fit into the traditional programs. The new patterns must be people-centered and adapt programs to meet needs and opportunities wherever they exist in community, rather than expecting the community to come to the campus. The third part considers the tremendous efforts being made at Michigan State to transforming the University into a Lifelong University, in regard to registration, orientation, the transfer of credits, scheduling, degree requirements and enrollment options; so in regard to support services, credit for past experiences, etc. The modification of existing programs and the creation of new programs; together with two diverging views, a majority and a minority report, as to what organizational changes should be made to implement these centrally. Ninety references and an index.

Hienstra, Roger, "Community Adult Education in Lifelong Learning,"
Journal of Research and Development in Education 7 4 (Summer,
1974). 34-44.

Since lifelong learning must draw upon a community's total resources, the problem confronting those who wish to promote continuing education is how to link, home, schools and community to promote this/? One must first awaken the realization of the community to recognizing the potential learning resources within the community: churches, as learning centers in human relations; businesses, as learning centers for career education; YMCA/YWCA centers as centers for continuing physical education; public libraries as book and media centers; zoos and parks as recreational learning resources. Michigan, Massachusetts, Ohio and Minnesota projects in doing these things are cited as examples, where increased community participation led to increased financial support (millage/school bonds). A shift in attitude is also needed in teachers willing to learn and to view their role as involving more student cooperation. More release time for teachers and principals will be needed to implement and to develop new programs in life-long learning; support also, for retraining programs for teachers. 36 references.

Hodgkinson, Harold L., "Regional Examining Institutes." In: Lifelong Learners--A New Clientele for Higher Education, ed. Dyckman W. Vermilye. (San Francisco: Jossey-Bass, 1974), 97-102.

The author contends that it may be time for higher education to get out of the aspect of academic credentialing; he proposes two systems of awards--the first dealing with degrees as statements of intellectual interest and experience, and the second dealing with credentials that are based on proficiency and are job-related and job predictive. The degree would be handled by educational institutions, but credentialing handled by regional examining institutes--concerned with what people know and can do rather than with how much formal education they have had.

Hodgkinson, Harold L., "Technology and Education." In: Designing Diversity Proceedings of the 2nd Conference on Open Learning Sponsored by the University of Mid-America, June, 1975
27-56.

The decline in numbers of young people (except among minority groups) and of high school graduates who go on to college is noted by Hodgkinson, Director of the National Institute of Education and 1974 President of the American Association of Higher Education, as among the reasons spurring interest in adult education among college administrators. The decline of faith in higher education is related to a variety of factors, among them the lower pay scale, the lack of unions, the greater value placed upon competencies rather than on academic achievement. Colleges can do more to extend opportunities for degrees, increasing the time for campuses being open, studying the needs of adults in developing liberal studies, initiating individualized study/learning programs, and offering degrees by exam. Many adults are seeking also some way to assess themselves, their competencies and potential, also through personal counselling. We need, it is suggested, to think far more broadly about ways to meet the genuine needs of adults, and to increase the feeling for the quality of life; it is not only a question of losing faith in institutions, but of people losing also faith in themselves.

Houle, Cyril O. The Design of Education. San Francisco: Jossey-Bass, 1972.

In this book this leading scholar focusses the learning process as a whole and combines its components into an overall system which serves both as a tool of analysis for understanding what happens in the educational activity of men and women especially, and to present a system of educational design which has relevance to the learning of adults. After a survey of various educational theories from Dewey on, the author presents his own philosophy of adult education, stressing the need for adult student involvement both in the planning and in the conduct of a course of studies. While all systems have certain things in common, he notes, none of them guarantee success since the outcome of any program depends largely on the wisdom of the leader, since skill in the use of any system requires both practice and critical examination, and since each skilled teacher will have his/her own distinctive style of application. Moreover, to continue successful, every program must be capable of change and development as it is applied. A glossary and a unique extended bibliographic essay afford the reader ready access to the author's own sources, with his personal comments on each; this, and a detailed double index of names and subjects (see, for instance, "Public Library) make the book an invaluable tool for teachers involved in continuing education.

Ingalls, John D. and Arceri, Joseph M. A Trainer's Guide to Andragogy, Its Concepts, Experience and Application. Waltham, Massachusetts: Data Education, Inc., 1972. ED 066 626.

This guide was designed for the personal and professional development of staff trainers and manpower administrators in state and local SRS related agencies. It is composed of three parts: 1) Concepts for Adult Learning, introducing basic concepts of andragogy; 2) Designs and Processes for Experience, a five day residential workshop in which the ideas in part one are tested and evaluated; 3) Continuing Application, designed to be shared with workshop participants. It also has an annotated bibliography and selected references.

Knox, Alan B. Life Long Self Directed Education. 1973 ED 074 346.

A rationale for self-directed continuing education for professionals in the health sciences is presented, with five objectives: 1) understanding the function of the mentor role used to guide the self-directed education of health professionals; 2) understanding a variety of effective strategies by which professionals in the health sciences can alternate between action problems and knowledge resources; 3) recognizing the way in which self-directed education fits into the broader context of continuing professional education; 4) recognizing that self-directedness in learning is a continuum useful to discovering ways in which learning effectiveness can be improved; 5) appreciation of the ways in which these methods can be used in lifelong learning. The discussion is divided into four sections; 1) continuing professional education; 2) model of mentor role; 3) the self-directed learner in action; 4) guidelines for facilitating self-directed education.

Lamoureux, Marvin E. Marketing Continuing Education: A Study of Price Strategies. Vancouver, Canada: Centre for Continuing Education, University of British Columbia, 1976.

Literature on the pricing function of marketing management of adult education is extremely limited since authors on marketing have not concerned themselves with the marketing of services to the extent they have done so with the marketing of products. Several pricing methods are reviewed and threshold pricing is used as the basis of this study since it was determined that professional continuing education courses readily follow the theory of threshold pricing and hence that it is workable as a marketing mix technique for continuing education administrators. Thru community participation in evaluating continuing education courses and pricing, it was found that professionals more readily accepted the price as a cue to its value and hence constituted a distinct submarket. Various other considerations are also developed at length, such as the influence of the University on the acceptability of the price and the determination of market segmentation. 113 References.

The Learning Society: A Report of the Study on Continuing Education and the Future. (Notre Dame: Center for Continuing Education, University of Notre Dame, n.d.)

It is acknowledged that we have, as a society, succeeded in selling the idea of extended schooling, but have only begun to think about lifelong learning. Yet the current involvement of 80 million adults in learning programs outside the sphere of traditional academic programs is an indication of the direction in which colleges and universities ought to move. The report sets out some implications of lifelong learning for academic curricula and some steps which would establish public policies to encourage lifelong learning, on the assumption that the achievement of a learning society is a long-term ideal; it urges the enactment of a universal bill of educational rights that would guarantee to every citizen access to the widest possible educational opportunities. The implications of such a program are spelled out at the end in twelve specific recommendations.

Eds.

Long, Huey B. and Hiemstra, Roger, / Graduate Research in Adult Education. Adult Education Association of the USA. 1974.

The nine-chapter book discusses the development of perspective, survey research, historical research, experimental research, and field research and grounded theory. Also discussed are the central issues on the methodology of scientific research as applied to adult education, trends in adult education graduate research, the need for a new approach to graduate research, and the practice of graduate research.

Lyon, Harold C. Jr., "Humanistic Education for Lifelong Learning,"
International Review of Education 20, 4 (1974) pp. 502-505.

This author of several recent books on humanism cites Maslow's article in the Harvard Educational Review (Fall, 1968) as indicating the direction in which education should move: toward eliciting an emotional recognition of reality, a sense of admiration for others, a sense of trust and of empathy: these are what we really need in teachers as well as in managers for them to bring out the best in us.

McCluskey, Howard Y., "The Coming of Age of Lifelong Learning,"
Journal of Research and Development in Education 7, 4 (Summer, 1974) 97-107.

Author surveys the current and emerging trends in the broad field of teaching-learning, and shows that adult, continuing, life-long education is already well on its way to becoming one of the most dynamic and significant aspects of the larger educational domain and holds enormous promise for the well being of the individual and of the environing society, despite the lingering of the myth that you can't teach an old dog new tricks. The biggest barrier to the development of continuing education is the lack of commitment to its task in the policy, structure, budget, and behavior of agencies concerned with education. Yet the target populations of ultimate service in continuing education are so administratively dispersed that only a comprehensive systems approach to implementation is capable of accomplishing the task which the massive demands of lifelong learning will require. The entire educational enterprise is in need of transformation to accomplish this. 12 references.

Mason, W. Dean, "Aging and Lifelong Learning," Journal of Research and Development in Education 7, 4 (Summer, 1974) 68-76.

Lifelong learning is possible also for older adults, but persons over 50 are not adequately represented in adult educational activities. Moreover, negative concepts of aging in relationship to continuing education were held by Hollingsworth (1930) and Wechsler (1958) but challenged by Bayley (1966) and Beard (1968). Central to the whole enterprise of living is the concept of psychological maturity, into which Overstreet offers seminal insights. Kassel, Thorndike, Jacobs and Havighurst have broadened the horizon of adult competency and development and have shown that the main barrier to adults continuing their education are cultural and psychological rather than physical or organic. Knox delineates five major factors that modify the learning performance of older adults. Recent surveys show an increase of college courses for older adults, stimulated, e.g., by the National Retired Teachers Association and the White House Conference on Aging, and by the growing consciousness that older citizens need to be learning new facts and new ways of doing things in order to cope successfully with their survival needs. 20 references.

This report gives the results of the evaluation by the National Advisory Council of Extension and Continuing Education in regard to Title I of the Higher Education Act of 1965. In compiling it, the assistance of Peat, Marwick Mitchell Inc., and nine national education associations were enlisted. The report supports the inclusion of part time as well as half time students in federal financial assistance programs; these students are included in the compilation of statistics which often determined the grant allotment to educational institutions and now form the majority of students enrolled in postsecondary and institutions of higher education. Recommended is the establishment of a Bureau of Continuing Education and Community Service, a national policy on life-long learning and a Continuing Education Act. Two appendices note the met and unmet needs of adult part time students and the need of federal technical support assistance in planning and implementing inservice training programs in continuing education. Reasons motivating adults to engage in lifelong learning and the barriers they encounter are noted on page 19.

National Conference on Higher Education, Lifelong Learners--A New Clientele for Higher Education, ed. Dyckman W. Vermilye (Washington, D. C. American Association for Higher Education 1974) 177pp.

The twenty-five essays in this book focus on lifelong learning and what it may mean to live in a learning society. It recognizes learning as a national resource and deals with ways to make that resource available through institutions of higher learning to all citizens who need it and want it. Provided these institutions accept this new role, they may pass from the dog days to a new era, when they transform the youth-ghettos of present day campuses into areas livable for part-time, older and off-campus learners.

Smith, Robert M. Ed. and others. Handbook of Adult Education. Adult Education Association, 1970. ED 049 399.

The 1970 edition is an attempt to reflect to totality of adult education--its background, function, objectives, and roles--as a discipline and in American society. It is divided into three parts. Part I discusses forms, functions, and the future of adult education. Part II contains papers on institutional forms and management in adult education. Part III outlines program areas--curriculum and content, adult basic education, education for the family, social and public responsibilities, vocational and technical education, continuing and self-fulfillment education.

Verner, Coolie, and Others. The Preparation of Adult Educators:
A Selected Review of the Literature Produced in North America.
Washington, D.C. : Adult Education Association of U.S.A.,
1970. ED 041 180.

This literature review on the preparation of professional adult educators attempts to cover the leading areas of discussion and research as well as some of the more interesting conclusions reported. Six major preoccupations of research are outlined, followed by two chapters on adult education as a discipline and a profession, patterns of adult educational leadership, levels and categories of adult educators, and their learning needs. Chapter 4 covers the growth of graduate education in adult education, numbers of doctorates granted during the period 1935-1969, theoretical models for the doctorate, learning objectives, program content, procedures and criteria for evaluating graduate study, and provisions for field work and inservice training. Conclusions touch on such aspects as the status (firmly established) of adult education as an academic field, the nature of professional education (essentially graduate and postvocational), and the need for research on roles and functions, evaluation of training program outcomes, and the development of suitable measurement instruments. Also included is a bibliography with 118 items, instructions for ordering from ERIC, and a list of ERIC/AE publications.

University of Northern Iowa. Assessment and Programming for Personnel
Development in Adult Education--State of Iowa. Final Report.
Washington, D.C.: Office of Education (DHEW) 1973. ED 097 444.

Current adult education personnel needs in Iowa of people administering and teaching career supplementary courses were assessed by surveying 22 administrators, 228 coordinators, 39 teachers, and 662 students. The first phase was a workshop for administrators, to assess personnel needs and to provide programming experience. A needs assessment questionnaire was developed and mailed to workshop participants. Teachers and coordinators were then surveyed by questionnaire. Phase four was contacting students who had taken career adult education courses in Iowa during 1972. The needs of administrators were found to be training in management techniques, in assessing community educational needs, and in developing teacher effectiveness evaluation systems. Teachers indicated the need for an area media/curriculum center and familiarity with methods of adult education. Students responded favorably to the career supplementary program. Supplementary appendices make up two-thirds of the document.

6.3. CHANGE AND ITS IMPLICATIONS FOR ADULT EDUCATION

Beckerman, Marvin M. "Educational Change Agent: A New University Extension Professional Role," Adult Leadership 21 (June, 1972) 39-40.

Paper suggests a systematic approach to research and development in-service programs to develop change agents: training specialists to 1) help schools recognize and define their R & D (research and development) needs; 2) help them diagnose their problems and set program objectives and priorities; 3) help them acquire and utilize relevant university academic resources; 4) help them select or create solutions from presented alternatives; 5) help schools get solutions accepted, adapted and installed; 6) help them evaluate solutions.

Berk, Robert Ashby, An Experimental Case Study of the Diffusion of an Information Innovation in a Scientific Community. Urbana: University of Illinois (thesis) 1974.

To fill the current gap in research on information innovations, the author sent out questionnaires to members of two campuses of the University of Illinois, to study the influence of various factors on the awareness, interest/trial and adoption of MEDLARS Demand Search Service. Havelock had emphasized personal contact as the most effective means of spreading information about an innovation; Coughenour, the importance of printed media in the "awareness" and "interest" stages, and of institutionalized media on the "acceptance" and "trial" stages. The direct, interactive, often informal informative process is shown to be the most effective means of relating the benefits of MEDLARS to the needs of potential adopters. The library is shown to be the second most important source in spreading word about innovations in information, but it is shown in this instance that it did not assist noticeably in the diffusion process, supplying information required at the interest/trial stage which would have led to the adoption of the innovation by those with a need for the service. (pp. 86-90) A personal change agent is however, the most effective way to achieve interest in an information innovation in the interest/trial stage. It is shown change agents tend to shorten the adoption period over that found with natural processes of diffusion, by establishing the recognized need and relating it to the information innovation and/or providing ease in adopting the innovation. This research project has gone a considerable way toward showing information innovations are similar to many other types of information. Suggestions for further research, a bibliography, sixty-five slides and explanations, together with the questionnaires interview outlines and schedules, complete the study.

Association of American Library Schools, Continuing Library Education Study Committee. Summary Report, January 1972. Annual Meeting. Journal of Education for Librarianship 12 (Spring 1972), pp. 267-269.

Comment by R.N. Case. Journal of Education for Librarianship 12 (Spring 1972), pp. 269-272.

Case comments on the coming changes in society and technology calling for changes in education, also in library science, with federal support for individual library systems, associations, and state agencies, in cooperation with library schools. Calls for a steering committee to begin to take action, one of the calls to action to which CLENE responded.

Drag, Lillian K. "A Selected Bibliography on Educational Change."
In: John I. Goodlad, The Dynamics of Educational Change
New York, McGraw Hill, 1975, 223-247.

Arranged in four parts, this bibliography gives a broad, balanced view of the state of the field of educational change: the first provides material on building theories of change, constructing models and dealing with issues involved in educational change; the second offers strategies and tactics for implementing the strategies; part three deals with actual practice; part four reviews of the literature on change for those who would pursue more rigorously historical and current developments in the field.

Grimes, George. "Instructional Development in Elementary/Secondary Education: ID Alone Is Not Sufficient," Media Spectrum 2, 3 (1975), 4-6.

Application of sophisticated instructional development procedures to elementary education is not enough to have positive and lasting impact. Federally funded University Consortia for Instructional Development and Technology have conducted over 300 ID institutes to isolate the variables that accelerate or inhibit responsive change in American education and found the most common phenomena underlying continued successful instructional development are personal involvement, then communication, flexibility, and competence plus commitment.

Hight, Gilbert, "The Scholarly Life," The American Scholar 41 (Autumn, 1972)
p. 522-529.

To meet and overcome the difficulties of the life of a scholar, Hight illustrates half a dozen leading principles of scholarship: 1) the devotion of such scholars as Isaac Casaubon, Thomas Hunt Morgan, Housman, Norden or Wilamowitz; 2) the humility of an Hippocrates or a William Hapworth Thompson; 3) the organization of an Aristotle or a Mommsen; 4) the collaborative ability of most scholars and the influence of scholars on one another, even in the case of such solitary geniuses as an Isaac Newton; 5) the interpretative gift of humanists; 6) the devotion to discovery. Students need to be shown the world is in constant flux, that scholars also are always grappling with new challenges in their efforts of discovery and reinterpretation. Students may assume the world of scholarship is static: "One of the central principles governing both our teaching and our learning is incessant renewal."

McGlothlin, William J. "Continuing Education in the Professions,"
Journal of Education for Librarianship 13 (Summer, 1972) 3-16.

The increasingly difficult task of remaining competent in the face of every increasing change is illustrated in the author's opening remarks. The areas of continuing education, drawn from Houle, including new knowledge, new roles, new disciplines and personal growth, are outlined. Some professional journals devoted to continuing education are mentioned, together with the work of professional associations. In conclusion, the need for a central agency to help groups overcome resistance to change is suggested, together with the need for obtaining funding from foundations or federal/state grants. Thirteen references

Parker, Louis Allen, Interactive Networks for Innovational Champions: a Mechanism for Decentralized Educational Change. (Ann Arbor: University Microfilms, 1971) 263pp.

The major hypothesis of this thesis is that highly dedicated individuals with general management competencies have been responsible for many innovations in all kinds of organizations, and are, in effect, "innovational champions." It studies ways to promote their work by means of interactive networks: By means of an information clearinghouse, a facilitating staff, case studies, workshops, surveys of needs and resources, such a network would facilitate the sharing of encouragement, insights and innovations among individuals championing specific solutions to local problems and among others concerned with the same types of problems. Such an interactive network would facilitate the development, informal evaluation and dissemination of both locally-developed innovations and the products of national R&D projects. Descriptions of such projects in the military, aerospace, business, agriculture and medicine are given. The assumption is briefly defended that educational innovations have generally operated to increase occupational effectiveness, social contribution and self-actualization.

Interactive networks would serve the social purpose of accelerating educational change which supports progress toward the goals of modern socio-economic development. 130 references.

Peterson, A. D. C. "Secondary Education as a phase in Life-Long Education," Comparative Education 8 (April 1972) 1-5.

The suggestion is made in this article that for life-long education to become a reality, changes must be made in the secondary stage of basic education. Young people need experiences to help them understand their need not only to understand, but to modify and to enjoy their environment. For this radical changes need to be made in upper secondary education; the methods of life-long education need to be introduced here. New subjects should be introduced to foster the desire to learn, especially the most concrete possible study of human nature. A lesson might be drawn from our Eastern European nations in the way of integrating subjects with the problems of real life. An example is the course called the Culture of Cities, wherein three cities are chosen for study: one the city in which the pupils live, and involving personal commitment to some kind of social service in the city, and including history, geography, economics and languages. Another aim of the higher secondary courses should be to give students a taste of learning by other methods: correspondence, television, self-teaching systems, programmed learning, so that s/he may learn their potential value in a life of continuing education. Giving the students of the last year of secondary school more freedom to organize their own work over longer periods could also help them to make better use of the freedom on which they are to enter.

Winn, Ira, "Accent on Social Philosophy: On Illich, Ecology, and the Riddles of Growth," Adult Leadership 21 (December, 1972) 206-207.

Illich's Retooling Society suggests that educators must learn from ecologists that the limits of growth demand a complete reassessment of our way of life and system of education (based upon notions of progress that do not fit the limited sources of energy available to man). Traditional schooling has become counterproductive.

Wolfbein, Seymour L., "Seven Signs for the Seventies," Journal of College Placement, 35 (Fall, 1974) pp. 42-45.

Technological changes, followed by industrial and occupational changes, geographic changes, educational changes, and income changes produce an optimistic picture, spoiled by the recent surge of inflation. Population changes and labor force changes all combine to indicate that those who work in education are going to have to pay more and more attention to the role of lifetime learning; and employers are going to have to do the same.

6.4. ROLE OF THE LIBRARY IN THE ADULT EDUCATION OF OTHERS

Bates, Marcia J. "Speculations on the Sociocultural Context of Public Information Provision in the Seventies and Beyond," in Library and Information Service Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic, and other Groups in the United States (Washington, D.C.: U. S. Government Printing Office, 1974) 51-76

The public library must significantly alter its traditional image and services if it is to deal successfully with the new trends and provide needed "life information" to people. There is a need for question-answering and continuing education information services that is not now being met, and it is here that libraries should act as switching centers, directing people through the maze of social agencies to the one best suited to their needs. Information frequently spells survival and/or the competitive edge in life. What are needed are the development of on-line interactive information systems. Yet together with these technological developments is also the need for repersonalization of library services; hot-lines are a move in that direction, although the interactors remain anonymous. Despite the tendency of some to keep some information secret, librarians at national and local levels are needed to use their extensive searching skills to disseminate information, and should move courageously also into the non-print media, and to develop SDI services for groups and for individuals. Sixteen references.

Brooks, Jean and Maynard, Betty J. Report to the National Interest Council:
March 8, 1973. Dallas, Texas: Dallas Public Library, March 1973.
21pp. ED 073 790.

The impact of the College Level Examination Project (CLEP) upon the total community has been good, but not widespread enough to be classified "successful." Within the academic community there has been the overwhelming acceptance of CLEP and a continuing upgrading of credits to the benefit of the student, with a growing standardization of acceptable scores from institution to institution. The Regional Office of CEEB attributes these successes largely to the Dallas Public Library Independent Study Project (ISP).

Connell, Wessie, "One Library's Role in Adult Education," Adult Leadership
21 (December 1972) 197-199.

The Roddenbery Memorial Library in Cairo, Georgia, has an extensive public relations program that contains many ways of stimulating adult learning: from morning coffees to concerts in a small conference room, from investment clinics to program planning clinics, from monthly luncheons with talks on home economy to rap sessions with youth discussing black literature.

Extended Learning Program, A Report to the Ohio Board of Regents
(Athens, Ohio: Ohio University 1973) 85 pp.

This report is an analysis of the pilot project extended learning experience conducted at Ohio University for the first year of its existence. Organizations, student profiles, methodology, and delivery systems, faculty policies and degree programs, interinstitutional cooperation, communication public relations, costs to students and funding are all discussed. Libraries were proposed as possible sites for learning centers because of their neutrality and the interest of library personnel in Ohio. Students taking the courses were largely from middle class families; almost two-thirds were employed full time and had family income equal to or higher than the national average; over 80% had some exposure to college. A higher proportion of blacks participated in this project than is usual in other similar programs. Many students commented that taking the program enabled them to avoid taking night classes and being absent from their families. Most felt the programs were operated to meet their needs; over 82% received some time of individual counselling and the same percentage felt that the programs had fulfilled their expectations. Remunerations of faculty instructors was on a per student/per credit hour basis (over load for pay); recommendations are given for the development of further cooperative efforts. Also case studies of four students.

Gotsick, Priscilla, "Adult Basic Education and Public Libraries: Services to the Disadvantaged Adult," Adult Leadership 21 (April, 1973), 329-346.

Emphasizes the need to apply basic skills stressed in adult education to specific life situations. Gives examples of what some southern public libraries are doing in this regard, developing original materials for non-readers, home-study kits on their bookmobiles, bibliographies of print and non-print materials available in the basic coping skills.

Goyer, Robert S. Proposal For An Extended Learning Program For the State of Ohio (Athens, Ohio: Ohio University, 1973), 65pp.

The Extended Learning Program of the State of Ohio (ELPSO), proposed as a pilot project 1972-1973, is explained in detail with the rationale for each of several alternative proposals defended and criticized, together with the proposal actually recommended and the rationale for its various recommendations. Under the leadership of Ohio University, which was to lend its administrative cooperation and computer technology, a single, state-wide administrative unit was proposed to develop and coordinate the extended learning program among participating post-secondary, state-assisted educational institutions and cooperating private schools, with the collaboration of state-assisted libraries and other public and private institutions. The goal was to bring quality post-secondary education to students not being reached by the present system: parents who work, servicemen whose college careers were interrupted, workers in need of retraining, physically handicapped people, people lacking financial resources to use the existing system of traditional instruction, prisoners, hospital patients, etc. Students enrolling in the program and completing degree objectives through ELPSO were to receive their degree (e.g. in "Liberal Studies") from Ohio University or another participating public/private institutions. Budgetary details and 150 references are included.

Houle, Cyril O. The Public Library's Role in Non-Traditional Study. New York, Columbia University, 1974. ED 098 993. 119pp.

The public library has a long tradition of providing non-traditional, continuing education and could well serve as a base to unite the various institutions dedicated to continuing education. The non-traditional approach puts primary emphasis upon the student and his/her needs, encouraging diversity of individual opportunity rather than uniformity and emphasizing competence and performance rather than time, space and course requirements. The UNESCO Faure report outlines a plan for world-wide education for the rest of the century, emphasizing life-long learning and the dimensions of living experience and self-learning. The library should be a center for the student in this process, but his milieu is formed by countless influences: millions of newspapers, radio and TV broadcasts. The university of the future will be a loose federation of all the educational and cultural forces of any community, including every age level. Three major strategies are likely: consolidation, collaboration and the creation of new coordinating mechanisms. Collaboration has been tried for highly specific purposes, but there have been few wholly successful and lasting examples of collaboration. Many new projects have developed in recent years to link various services, but most of them are not yet based on sound and continuous sources of funding. Although it is often said that the public library lacks a purpose, there are three outstanding views: the classic ("full spectrum") view, the (cultural) elitist view and the activist (social reformers). Carnegie supported the classic view in the chain of public libraries he built across the nation; Berelson contributed to the view that public libraries are the sources of the development of a community's "cultural climate." The activist view asserts the responsibility of libraries to become active in the improvement of the way of life of everyone, but especially of the disadvantaged. Various possible modes of educational service for a public library are: helping students as individuals; collaborating in the design of interinstitutional programs, serving as a center for group instruction; providing generalized counseling for individuals or groups, counselling students in credentialling programs, serving as a multi-media learning center and providing guidance to teachers or leaders in other programs of adult education. Although it is far from clear to what extent most librarians want to serve as educational guides or mentors, it is clear that at least some library trustees, staff members and government officials are working to have this potentiality of libraries realized, and it is likely that the library will be recognized more and more as an educational institution since it is a center of learning.

Jessup, Frank W., "Libraries and Adult Education," UNESCO Bulletin for Libraries 27 (1973) 306-315.

The functions and activities of libraries attached to adult education institutions, and of public libraries, is discussed in the context of continuing education. While libraries are primarily for reading, they are also for other cultural activities, and these are also discussed. It is suggested college libraries should encourage a cross-disciplinary approach to subjects and problems, and should inculcate synoptic habits of thought. Public libraries are usually excellently situated as meeting places for adult classes; with the proper atmosphere, essential books, audio visual aids; they can also do much to publicize adult education in giving advice and acting as a recruiting agency for continuing education opportunities. In view of the fact that "home" students outnumber "class" students by as many as 4 or 5 to 1, libraries could do much to promote home study: they are open to all, impose no entrance tests, are immune from competitive pressures, and generally have an atmosphere conducive to security, and are not bound by institutional timetables. Adult self-teachers need guides however to available resources, classified reading lists, etc. Some practical problems are discussed at the end: the lack of a public image; the need for training librarians in aspects of adult education; the need to develop ways of ascertaining user needs; how to achieve a balance between the traditional, more passive view, of the role of librarians (Houle's Theory P) and the new, more activist view of the need for librarians to take the initiative (Houle's Theory Q) in informing, guiding, and educating. The reciprocal relationship between libraries and adult education is summarized in the view that adult education needs the library, and the exploitation of library resources depends to a great extent upon the effectiveness of adult education.

Kaungamno, Ezekiel E. "The Role of Libraries in Post Literacy Adult Education." Literacy Documentation: An International Bulletin for Libraries and Information Centers, 3 (Spring, 1974), 1-23.

The goals, policies and problems of providing library services for the new literates of mainland Tanzania. The role of the libraries is to provide follow-up reading material so that neo-literates do not relapse into illiteracy. The provision of follow-up literature in sufficient numbers, and a nationwide distribution of it, free of charge, is not possible without a well organized library system.

Kronus, Carol L. "Patterns of Adult Library Use: A Regression and Path Analysis," Adult Education 23, 2 (1973) 115-131.

The purpose of this study is to provide more definitive information on the factors leading to public library use among adults. To do this, a large body of data was analyzed to determine the relationship between the rate of library use and a wide variety of the most commonly associated factors using multivariate analysis. Use of public library resources is conceptually and historically linked to mass education and literacy. On the individual level, the impact of educational achievement along with other social and demographic factors on the rate of library use is the subject of study. A multiple regression and path analysis of survey data on a large sample of Illinois adults reveals three principal clusters of factors as important predictors of the rate of library use. Education, both in number of years and plans for further education is the most powerful predictor, followed by family life cycle factors and urban residence. Commonly found factors of age, sex, and race had no independent effect on how often people used library resources. The question of the causes behind library use is, therefore, wide open for study and the author suggests that new avenues of research be investigated, involving more sophisticated measures of personality, psychological attitudes and social behavior patterns, both current and retrospective.

Maynard, Betty J. Evaluator's Report to the National Interest Council: March 1 and September 15, 1972. Dallas, Texas: Dallas Public Library, 1972. 34pp. ED 068 124.

The primary goal of the Independent Study Project of the Dallas Public Library is the testing of the feasibility of utilizing an existing public institution, the library, for enabling qualified persons to earn credits toward a degree through independent study and examination. More proximate goals are: 1) the assessment of demand locally for college credits through independent study, and 2) an assessment of the Dallas Public Library's capability for meeting the demand within its present resources for personnel, book funds, and equipment.

Morehead State University. The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Annual Report. Volume I. Morehead State University, Kentucky: Appalachian Adult Education Center, 1973.

The Appalachian Adult Education Center (AAEC) conducted a study of the services of two institutions, public libraries and public schools, serving disadvantaged adults in cooperation. The study was conducted at four AAEC centers in Alabama, South Carolina, Kentucky, and West Virginia. The problems explored included information needs of disadvantaged adults, and the organization personnel, programs, and materials in the two institutions. Methodology and recommendations were given for selecting sites and staffs, initiating coordinations, developing model center guidelines and plans, choosing target groups, training staffs, monitoring demonstrations, and other aspects of the projects. The influence of the study on adult education and libraries, its failures, and its dissemination were evaluated. Activities of each of the four project sites in recruitment, materials, teachers, librarians, library cards, displays, student orientation to the library, delivery, community referral, possible continuation, and local contributions are summarized in chart form.

Proceedings of the Conference "Adult Basic Education and Public Library Service"
June 5-6, 1974, Miami Springs, Florida. ed. Lois D. Fleming.
Tallahassee, Division of Library Services, Department of State and Florida Department of Education, 1975.

(ABE)
Convened to promote and expand the development of communication between librarians and adult basic education specialists, these proceedings include reports from the field by people engaged in successful programs of ABE. Several bibliographies, including one of the books on adult education and literacy in the State Library of Florida, and a list of major publishers of easy reading materials for adults, are added in the first appendices. A List of Life Coping Skills Materials in the Appalachian Adult Education Center at Morehead State University would serve as an excellent check list for any public library in this area. Another study on the nature of disadvantaged adults and what are needed for them in the way of service is also included in the appendices, as are: the agenda for two-day planning session on ABE at the Appalachian Adult Education Center; preplanning information for simulated planning session; evaluation forms and tabulations of participant responses in this conference, and a list of conference registrants.

6.5. LIFELONG LEARNING IN OTHER COUNTRIES

Adiseshiah, Malcolm S. "A Learning System in Tamil Nadu," International Review of Education 20, 4 (1974), pp. 505-508.

After an assessment of the great increase of enrollment in India's schools and colleges the author presents the state's plan for education in Tamil Nadu: 1) improvement of teaching, textbooks, libraries in elementary schools; 2) out-of-school education for boys and girls who drop out of school due to the poverty of their parents; 3) literacy programs for illiterate adults; 4) relating education to the acquisition of market-oriented skills. Continuing education for adults remains an ideal for the future.

Agoston, György, and Nagy, József, "Reorientation of Teacher Education in the Framework of Lifelong Education," International Review of Education, 20, 4 (1974) pp. 486-496

Continuing education must be 1) interdisciplinary, utilizing independent study and discovery, concerned with relationships and interconnections, aiming at the understanding of reality in its integrity. 2) concerned with the practical as well as theoretical aspects of psychology, pedagogy and the teaching methods of the subject, so as to become not only teachers, but educators of the whole personality. Students must be made aware of the notion of life-long education, corresponding to the pace of scientific, technological and social change. Author reviews program of Jozsef Attila University, Szeged, in last part of article.

Bengtsson, Jarl, "Trends and Problems in the Development of Recurrent Education in Sweden," International Review of Education 20, 4 (1974), 508-513.

Swedish plans for inaugurating a system of 'recurrent' education related to social and labor market needs include five possible models (p. 511) for continuing education--all of which imply a legal right for educational leaves of absence of some kind.

Blackwell, Velma L. and Karioth, Sally, "An Experience in Autonomous Learning," Adult Eeadership 21 (January 1973) 221-223.

Two students from Florida State University view the adult education program of Great Britain and cite with approval van der Eyken's assessment that adult education in Great Britain needs a complete overhauling: its current image still being that of self-improvement, appealing to those who are motivated by their previous education to further liberal studies, but having little to say to those struggling in the workaday world of 9-5 or disadvantaged by unemployment, poverty or illiteracy. "The majority of the population in most need of adult education is not participating." (p. 223)
Recognition of the aims of the first UNESCO Conference on Adult Education (1972) is urged.

Filipovic, Dragomir, "Lifelong Education in Yugoslavia," International Review of Education 20, 4 (1974), 525-532.

This article summarizes the development of adult education in Yugoslavia since the second World War. Traditional Yugoslav universities have not played much part in the development of lifelong education in Yugoslavia, but the educational reforms 1958-1970 resulted in the establishment of 217 workers' universities and 210 peoples' universities which, together with employment exchanges, popular technical courses, military schools, professional associations and mass media, completed the means of developing the country's system of life long educational development.

Gass, James R., "Lifelong Learning in Europe." In: Lifelong Learners--A New Clientele for Higher Education, ed. Dyckman W. Vermilye (San Francisco: Jossey-Bass, 1974), 22-28.

There is a move today in Europe toward social institutions which recognize the inherent tensions between individuals and society--involving more individual control not only in industry, but in education as well as in politics. Youth are seeking the option of "recurrent education" as an alternative to the present system which compels young adults to enter higher education immediately after secondary school. It is an option like that given to soldiers in the U.S. in the G.I. Bill of Rights. Alternative models are being suggested in Sweden; educational leaves of absence from industry are presently financed by the state and employers in Germany (1969), France (1971), and Belgium (1973). It is further suggested that recurrent education would serve the needs of adults not only for professional training, but also for cultural development.

Pacheco, Edgardo Pando, "Lifelong Education and the Peruvian Educational Reform," International Review of Education 20, 4 (1974), 532-537.

Outlines the Peruvian reforms of education which begin at the pre-primary stage and include courses for parents as well as the basic and higher education courses. Characteristic in the Peruvian system is nuclearization: the grouping of Peruvians into zones of educational nuclei (2,000-4,000 inhabitants) and including not only schools and colleges, but also factories, churches, communal centers, farms, medical services, clubs, associations, and cooperatives.

Perez, Raul Ferrer. "Non Formal Education in Cuba," International Review of Education 20, 4 (1974), 514-516.

Since the establishment in 1961 of "mass education groups" in Cuba non-formal education efforts have been added, including people's cultural groups meeting weekly or monthly, intra-school institutions, literary and scientific seminars. Through this drastic educational effort, "old structures and concepts have been rejected and an action programme has been emerging with ever greater forcefulness aimed at shaping and adapting education to the characteristics and needs of a socialist society." (p. 516)

Stock, Arthur K. "Community Colleges in the United Kingdom," International Review of Education 20 (1974), 515-520.

Explores the relationship of the community colleges of Great Britain to the ideals of Henry Morris: the concept of "life-long learning" and the organization of communities around their educational and cultural institutions. Although there are courses that offer opportunity for self-expression, creativity and the understanding not only of subjects but of relationships (as Morris urged), there is still little development toward a "fully articulated system of adult education."